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ABSTRACT

This bibliography provides citations and abstracts for over 160 research articles written by Boris Blai, Jr., during the 30-year period from 1950 to 1980. Most of the articles stem from institutional research inquiries conducted at Harcum Junior College, a two-year, private, independent college for women. The entries are arranged chronologically under 14 subject headings: College Admissions, Education, Faculty, Grades, Guidance, Institutional Research, Junior Colleges, Learning, Life Values, Miscellaneous, Personnel Management, Reading, Students, and Women. The entries include the title of the article, the title of the publication or journal in which it appeared, the journal volume and issue numbers (where applicable), publication date, ERIC document number (where applicable), and a brief abstract. The bibliography includes an alphabetical listing of the journals in which articles were published. (JP)

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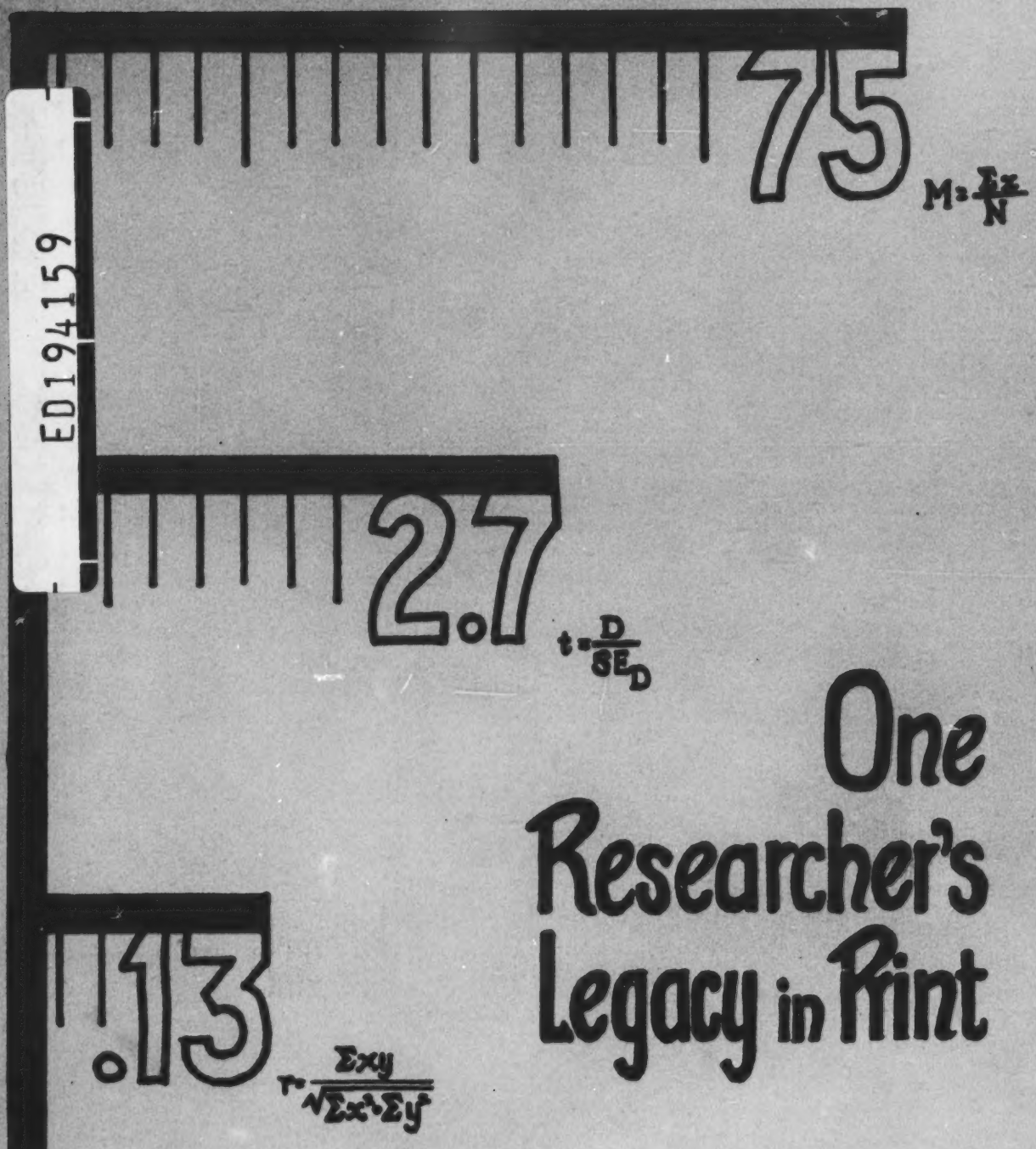

One Researcher's Legacy in Print

Boris Blai Jr.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Cover by Isabel Blai

ONE RESEARCHER'S LEGACY: IN PRINT

BORIS BLAI, JR.

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To my wife Isabel who,
over the years, has
supported my interest
in research and writing.

ACKNOWLEDGEMENTS

Essentially all of the research reported in this document was conducted at Harcus Junior College. Many members of the college community contributed generously of their time and efforts. They helped obtain the data which formed the primary basis for the college institutional research reports later written.

In particular, I thank the Chairman of Harcum's Board of Trustees, Dr. Philip Klein, and Harcum's president, Dr. Michael A. Duzy for their warm encouragement and support of the institutional research program at the college. Dean of Instruction Gerard E. Humiston and the Academic Division Chairmen; Katherine B. O'Neil, Behavioral Science; William F. Costello, Business; Martin A. Ranft, Humanities; Dr. Louis Scerbo, Science and Mathematics; Margaret Davis, Dean of Students; Edward Beda, Business Manager; Helen R. Gallagher, Director of Admissions; and Jean Barto, Registrar; all gave assistance and support. And too numerous to identify individually, all of the faculty members who set aside classroom time to obtain data from students.

And last, but surely not least, Mary Johnson. Not only did she carefully type all reports and prepare all stencils, but her constructive editorial assistance in clarifying and simplifying report drafts was always helpful.

I am sincerely indebted to them all.

Fallen Oak
Gradyville, Pa. 19039

Boris Blai, Jr.
Psychologist-in-retirement
1980

FORWARD

This document contains abstracts of published research articles, most of which reflect institutional research inquiries conducted at Harcum Junior College, a two-year, private, independent college for women. Additionally, about a dozen of the abstracts relate to the field of personnel management. In all, the 160 abstracts span the 30-year period 1950-1980.

One might ask - why put together such a compilation? Consolidating such research information into a single reference document makes the information more readily accessible. For those conducting literature searches relating to two-year college institutional research, this document could serve as a useful reference resource.

PREFACE

The American junior college was founded around the turn of the century to perform a set of special educational tasks. Over the years its functions and the types of students it attracts have changed. But withal it occupies a unique niche in the fabric of graded education in this country.

Institutional research in the junior college has never been one of its strong points. The staff are always "to busy" to collect and use data in their planning. The idea that information can be gained through systematic study of observable phenomena is alien in most colleges.

One college and the work of one researcher have stood out as contrary examples. Boris Blai Jr. at Harcum Junior College has been the exception. Through his work Harcum became known as a place where data were available, where information on programs, students, and staff was collected, where decisions could be made on the basis of research findings.

Dr. Blai has produced a notable amount of work. His reports have been used not only in his own college but also by researchers, practitioners, and scholars throughout the nation. Nearly five dozen of his studies have been placed in the ERIC system where they are available to interested people in over 700 libraries around the world.

The following compilation offers a superb example of a research oeuvre. It was produced by a scholar who brought energy, imagination and skill to a task that most other junior college staff persons were always "too busy" to undertake.

Arthur M. Cohen
Director
ERIC Clearinghouse for
Junior Colleges
University of California,
Los Angeles

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ONE RESEARCHER'S LEGACY: IN PRINT

COLLEGE ADMISSIONS

Expectancy Tables & College Admissions
(Junior College Journal. Feb. 1966)

Note: Immediately below each article title, appearing in parentheses, is the publication in which the full article appears.

Those junior colleges which operate under a selective admissions policy can utilize expectancy tables as practical tools for student recruitment and selection. Through the use of such tables student test scores and grade-point averages can be compared. Such comparisons permit the prediction of grade-point averages for applicants by utilizing their test scores derived from their pre-admissions testing. Although such measures are of practical use, all other qualifications data relating to prospective students must also be carefully weighed before applicants are invited to matriculate.

What's Bugging High School Counselors?
(College Management. Dec. 1966)

Some 330 high school counselors, responding anonymously to a questionnaire, indicated the following as the three most frequently given answers to the questions noted:

What are the three most significant 'bad' college admissions practices?
1- Lack of candor regarding admissions requirements - 40%
2- Overemphasis of test scores - 34%
3- Delay of admissions acceptance - 30%

What practical things can college admissions personnel do to help your admissions counseling to be most effective?
1- Be frank with applicant & counselor regarding admissions criteria and vacancies - 38%
2- 'Honest' freshmen class profiles - 13%
3- Improve communications - 11%

Pressures and Practices in College Admissions
(College and University. 1967)

In many respects, existing procedures for handling the flow of students into American higher education, are inefficient, wasteful, and cumbersome. Colleges can, and frequently do, modify the characteristics of their entering freshmen classes. By relatively simple methods, the intellectual level of entering students, as well as their values, personalities, interests, and goals, are modified through the powerful process of admissions practices.

Recognizing the pervasive influence of high school guidance counselors in helping students reach a college selection decision, the anonymous views of 330 high school guidance counselors are described, in detail.

Smaller Junior College Admissions Criteria, Selections, and Enrollments
(ERIC - Resources in Education. April 1969. ED 024370)

Questionnaires completed anonymously by 275 smaller (i.e. less than 1000 students) junior colleges revealed the following when some nine admissions criteria were examined for 139 public institutions, 48 private, and 80 church-related schools. These criteria were: 1- high school record; 2- standardized test scores; 3- principal or counselor recommendations; 4- class rank; 5- scholastic aptitude test scores; 6- personal interviews; 7- other recommendations; 8-extra-curricular records & 9- National Merit Scholarship Test scores.

Almost without exception, American colleges/universities use 1- above as an admissions criterion where as very few consider 9- above when reaching admissions decisions. This survey also revealed that in general, public, community colleges presented the least number of admissions 'barriers'; private, junior colleges required the most demanding admissions criteria, and church-related, two-year colleges, in general, had criterion requirements between the other two types.

With reference to the attrition rate (i.e. declinations) from among accepted-invited applicants, the lowest rate was reported by the public institutions; highest from the private junior colleges, and a rate between these two by the church-related schools.

Employment of 'Field' Admissions Personnel Among Junior Colleges
(ERIC - RIE** Dec. 1970. ED 041582##)

** ERIC - RIE is the Educational Resources Information Center & Resources in Education - monthly abstracts publication sponsored by the National Institute of Education.

ED number identifies the referenced document abstract published in the RIE volume for the month noted. The complete article may be ordered as described in any volume of RIE.

In response to a questionnaire, some 100 junior colleges throughout the United States indicated anonymously, during the summer of 1970, that:

1- Almost half, (46%) employ 'field' admissions personnel.

2- They employ an average of 1 full-time and part-time admissions representative.

3- Some 77% find their existing numbers of staff to be acceptable.

4- Approximately three-quarters (74%) do not authorize their field representatives to commit the college to an admissions acceptance.

EDUCATION

Education - A Matter of $$ and Sense
(Future. Jan. 1963)

Despite general agreement that "man does not live by bread alone", the fact remains that first things must come first. Most particularly, it is to be noted that *without bread* man cannot live - the financial dimension of existence cannot be set aside. This message, applied to the matter of schooling, leads to a conclusion of great practical significance: although education alone will not insure high earnings, common sense tells us that education is a very powerful ingredient to help achieve higher earnings.

Based upon earning data reported by the U.S. Dept. of Labor, one conclusion is crystal clear - Education is a Lifetime Advantage!

Measuring Educational Progress Through 'Before' & 'After' Testing
(Psychology. 1968)

The practice of measuring educational progress through before and after test administrations is very prevalent, both currently and historically. Harcum Junior College, for more than a decade, utilized two standardized educational tests to help assess student learning and academic progress: the Sequential Test of Educational Progress (STEP), and School and College Ability Test (SCAT). Reports of follow-up studies among Harcum students and graduates are reported and discussed in this article.

What is a College?
(Psychology. Vol 7. No. 4. Feb. 1970)

A college, first and foremost means faculty, for this is what determines the quality or calibre of the educational offerings. Learning, perhaps concurrent in importance, embraces all student learning experiences, not only in the classroom and laboratory, but also through participation in co-curricular activities, and learning to live harmoniously and productively among others. In short - a college is a place where students learn *how* to learn!

In addition, colleges are concerned with the total development of the individual student and are therefore particularly concerned with the student who is having difficulties in coping with the college pattern of living. For these individuals a college provides professional quality counseling-guidance services.

Most colleges aim deliberately *not* to produce what one educator calls "the complete technician". Instead, they seek to help the student develop a higher level of competency in the skills of learning how to fit a problem into its place within the student's level of understanding of the world around him.

In brief - a college is one of life s directional determiners. To paraphrase Plato - "the direction in which a college starts a man will determine his future life."

Why Educational Research?
(Educational Media. V. 3. No. 2. Nov. 1970)

The answer to this question, in practical terms, is that ever-increasing numbers of educational institutions are discovering that through such research they identify and develop means for analyzing and resolving their problems. Through such better understanding they are taking the first major steps leading to improving of current programs and practices. Additionally, such professional research effort can also serve as a major benchmark for intelligent planning of future operations.

Competently performed research is based upon: 1- some theory or underlying framework of principles, and when available, previous research findings; 2- is ingeniously designed, creative and timely; 3- is vigorously and intelligently conducted, with due respect to the importance of controls; and 4- is careful to establish rigorous standards to be followed, to insure the research design does test the hypothesis it set out to test, and not something else!

In short - the functional (practical) utility of educational research depends upon both the technological adequacy of the instrument used, and the specific design of the study.

Why Educational Research?
(in "Instructional Media & Technology: A Professional's Resource. Dowden, Hutchinson & Ross, Inc. Publishers. Stroudsburg, Pa. 1975)

(Please see immediately above.)

Cut Policy and Earned Deficiency Grades of 'D' & 'E'
(Psychology. V.9. No. 2. May 1972)

The Harcum office of research, in the spring of 1971, examined the existing policy of permitting unlimited class cuts for students with 2.5 cumulative grade-point averages; (A = 4; B = 3; C = 2; D = 1). A review of deficiency 'D' & 'E' grades revealed that despite the 2.5 cut-off which was established at Harcum Junior College for 1970, there was a six-fold reduction in number of seniors earning such grades in 1970,vis-a-vis 1969 seniors -some 3% vs 19%!

Further records analysis revealed that the percentage of juniors (12%) and seniors (3%) earning such deficiency grades in the fall semester of 1970 was the *the lowest* reported for the four academic years examined. It was therefore concluded that this data did not support the hypothesis that "the cut-off point of 2.5 is really too low."

A statistical analysis of the total 'D' & 'E' grades earned by those with 2.5 and higher cumulative grade-point averages versus those having less than 2.5 averages yielded a standard error of 3.2. The ratio of 1:12 for such deficiency grades was therefore considered statistically significant.

On the basis of the reported data, it was concluded that the "2.5 average is too low"hypothesis regarding the granting of unlimited cuts simply was not supported by the evidence examined. The existing policy was therefore continued.

Concept Learning-Mastery in Harcum Junior College Laboratory Nursery School
(Psychology. V.10. No. 2. May 1973)

It has been generally assumed that the young child who enters school for the first time is able to understand what the teacher is saying. this assumption is not always justified for some children simply do not understand such fundamental coneepts as space, quantity, and time.

The Boehm Test of Basic Concepts, both in October 1971 and May 1972, was administered to the 36 pre-school children in the Nursery School. A statistically significant (at the .01 level of confidence) increase was found in the number of concepts correctly identified between the 'before' and 'after' administration of the test. This behavior analysis revealed that 94% of the group improved their concepts knowledge, with the average improvement being three concepts learned.

The Experimental School Calendar
(See **INSTITUTIONAL RESEARCH**)

Art Education - Means or End?
(ERIC - RIE. Sept. 1973. ED 078835)

This article describes a pilot study designed to empirically investigate Sir Herbert Read's hypothesis that art education, (the language of vision) helps students achieve a greater degree of emotional well-being through improved self-image. Sir Herbert further claims that it improves study habits and attitudes as well as improving academic achievement and improving problem-solving ability.

For a group of 28 young women, all Visual Arts majors at Harcum Junior College, entry and graduation levels were measured. These included emotional well-being, study skills and readiness, and problem-solving skills. A control group of 14 students, 'matched' in terms of College Board Scholastic Aptitude Test scores, (both verbal and math), were utilized to compare Visual Arts versus non-Visual Arts majors. For each of the measured dimensions t-ratios were computed. These were:

t = 4.37 for the difference between the two groups in problem-solving, as measured by the Watson-Glaser Critical Thinking Appraisal Instrument.

This ratio suggests, with a high level of confidence, that the difference in favor of Art majors is statistically significant. This finding supports Sir Herbert's contention that... "art education provides a means for learning problem solving."

t-ratio = 3.33 for the difference in scores relating to emotional stability, as measured by the Gordon Personal Profile inventory.

This ratio, statistically,speaking, indicates that there is less than 1 chance in 1000 that the obtained difference between Group A (the Visual Arts majors) having a 10 average, and Group B (the non-Visual Arts majors) with a group average of 4, could have occured solely through chance variations. Again - this would surely support Sir Herbert's assertion that art education.... "helps students achieve a greater degree of emotional well-being through improved self-image; the latter being achieved by helping the student produce satisfying objects to see".

t-ratio = zero for averages earned by Groups A & B in their responses to the "Survey of Study Habits and Attitudes" inventory. Therefore, in this instance no statistically significant difference was found to support Sir Herbert's belief that art education evenuates in improved study habits.

t-ratio = 4.40 for the difference between Groups A & B in their academic achievement, as reflected in earned cumulative grade-point averages. This too favors the Visual Arts majors. Therefore, far less that 1 chance in 1000 exists that this difference is a 'sport' variation. Once again, the null hypothesis may be rejected, with a very high level of confidence.

Based upon these preliminary findings, it was concluded that further study, through replication of this pilot inquiry, might well be pursued to ascertain whether the gains noted:

(1) exist at various formal schooling levels; i.e. elementary, secondary, and collegiate.
(2) are found to exist among male as well as females.
(3) persist over time.

Art Education - Means or End?
(Scientia Paedogogica Experimentalis Vol. XVI. No. 1. 1979. Belgium)
(See immediately above)

Career Education and Job Satisfaction
(Intern'l Jrnl of Career & Continuing Education. Vol. 1. No. 2. Oct. 1976)

If what individuals hope for in employment differs greatly from what successful individuals in that occupation consider the principal psychological needs satisfied by their jobs, chances for job satisfaction are dim. One way to predict job satisfaction is described in this article. It might be useful for vocational counselors and job placement specialists, as well as educators who recognize the practical importance of integrated articulation from academe to the world of work.

An instrument was designed which estimates job satisfaction well beyond what chance probability alone would predict. The basic hypotheses upon which its development was predicated was the proposition that in the work environment degrees of consciously assessed job satisfaction vary with the strength of psychological needs being satisfied - the stronger the needs satisfaction, the greater the degree of felt job satisfaction.

Educational Outcomes at Harcum Junior College
(ERIC - RIE Sept. 1979. ED 169965)

Much of the institutional research at Harcum has focused on measuring the educational impact of the college's programs upon its students. Past studies have sought to determine how well Harcum prepares transfer curriculum students by analyzing rates of baccalaureate degree attainment; acceptance rates at senior institutions; and academic performance at senior institutions when compared with performance at Harcum. Follow-up studies have been conducted to determine how well graduates have been prepared for employment, by looking at rates of upon-graduation-employment and starting salaries.

Still another area of investigation has been the extent to which general and career education have been made compatible and the extent to which such individual courses prove to be relevant preparation for later life. Studies of student withdrawal rates have consistently revealed high levels of student 'holding power', and an inquiry into the ability of Harcum graduates to think critically revealed a substantial improvement attributable to attending Harcum. Another outcomes dimension has been the student life program and how students have assessed these academic-collateral activities.

These various inquiries have revealed that when viewed in terms of student articulation into the community upon Harcum graduation, the college has evidenced a record of effective results.

The Steady State in Education: A Dangerous Belief
(Community College Frontier. V.8 No. 2. Winter 1980)

This article notes that even in a period of enrollment retrenchment a steady state, or un-growth period, does not necessarily apply to an individual institution of higher education. The basic step to be taken to avoid 'stagnation' is to open-mindedly abandon the traditional age range and lock-step approach to education. Replacing this idea and attitude with the open-ended concept of Lifetime Learning is the key to developing future 'healthy' enrollments. All that is now occuring in the areas of adult education and/or continuing education is pragmatic evidence that changes in traditional practices **can** be effected.

The article concludes: "Today there is substantial evidence that individual institutions in the two-year college segment of higher education are keenly aware of the need to identify potential 'retread' learners. Both community and junior colleges are actively seeking out those segments of society who are both ready and willing to engage in lifetime learning. Perhaps this sensitivity and changing educational market is the best approach to combat the syndrome of steady state stagnation.

FACULTY

Evaluation of Faculty Instruction
(Scientia Paedagogica Experimentalis. V. V. No.2. 1968)

There is a fundamental assumption which relates to faculty evaluation. It is that such assessments, through some form of rating scheme, are of value and worth the time and effort required. It became quite apparent, after a literature review, that this area of individual assessments is replete with divergent views.

The Composite Faculty Evaluation Plan described in this article has two basic objectives: 1- to seek improvement of instruction, and 2- to establish a uniform procedure to utilize in reaching promotion and tenure decisions.

The composite aspect of this rating scheme relates to the fact that three students and two faculty colleagues evaluate each faculty member twice a year, approximately at mid-semesters. The Faculty Evaluation Check List (the rating form itself), is discussed in this article, as well as a description of the procedures to be followed when utilizing this evaluation technique.

Faculty Attitudes About Student Participation in Academic & Social Policy-Making
(ERIC - RIE. Sept. 1970. ED 0308880)

Comparative data was obtained from Harcum faculty (43 respondents) and examined-related to data collected from 1068 faculty members at six other colleges and universities.

A majority of the Harcum and other groups view favorably the participation of students in social regulations development. However, in the following dimensions the Harcum faculty respondents were more traditional-conservative oriented than the other faculty personnel.

1- Granting students sole responsibility for the development of social regulations.
2- The concept of in *loco parentis*.
3- Dress regulations on campus.
4- Curfew in women's dorms.

With reference to student participation in academic policies formulations:

1- A substantial majority (88% Harcum & 94% Others) believe that students should play some role in the formulation of academic policy.
2- Regarding the granting of informal student participation in academic policy formulation, 20% Harcum and 72% Others were "reluctant" to grant this authority to students.
3- Some 62% of the Other group do not even approve of non-voting student membership on academic policy committees. Some 68% of the Harcum respondents concur in this view.

Faculty Attitudes About Student Participation in Academic & Social Policy-Making
(College Student Personnel Abstracts. Summer. Vol. 6. No. 4. 1971)
(Please see immediately above)

Faculty Effectiveness - A Pilot Study of Student Evaluation at Harcum Jr. College
(ERIC - RIE. April 1972)

(Please see "Evaluation of Faculty Instruction" above for more detailed discussion).

Some 270 Harcum students voluntarily participated in this pilot inquiry. The Chi-square test (x) was applied to the student evaluation data, and for each of the 10 items included in the Faculty Evaluation Check List, statistically significant differences (at either the .01 or .0001 levels of confidence) were found. Subsequent to 1971, the Faculty Evaluation Check List has been utilized informally for faculty assessments.

Values & Perceptions of a private Junior College Faculty; public Community College Faculties and Students
(ERIC - RIE. Aug. 1973. ED 076194)

In the development of personality, one's sense of values are important, for they affect perceptions and roles assumed by individuals within a given environment. In this report the collective personality of the Harcum Junior College faculty is examined through the following assessments:

1- their collective values, and
2- collective viewpoint of the college, and
3- their role in this environment as they 'see' the Harcum world.

The responses of the Harcum faculty are compared and contrasted with those of some 238 individuals staffing three diverse Southern California public community colleges.

Highlighting the responses of this 277 faculty/staff personnel sample and 1304 student sample, they:

1- evidence a cluster of two values which all three groups place among their top-3 values. These are: Honest & Responsible.
2- the least-esteemed values, all shared by the three groups, are Clean and Obedient.
3- both the public (community) and private (junior) college staff-faculties selected the same top-10 values.

This overall pattern of major similarities - minor differences was typical for all values areas examined. It is, however, to be noted that there appears to be far less "institutional isolation"or "institutional rejection" among the Harcum respondents than among the faculties of three public, community colleges.

Values and Perceptions of a Private Junior College Faculty; Public Community College Faculties and Students
(College Student Personnel Abstracts: Claremont Graduate School. Vol.9. No.1. 1973)
(Please see immediately above)

Faculty-Ranked Importance of Several Criteria in Pay-Promotion Matters
(Scientia Paedagogica Experimentalis. Vol. IX. No.1. 1972)

In recent years quite a number of the incentive systems in use at colleges/universities have been the subject of critical review. Essentially the major point of discussion has been the relative importance of research and teaching among the responsibilities of faculty positions. In 1970, an anonymous questionnaire survey to which 70% of the Harcum Junior College faculty responded revealed the following facts. They were compared with the responses of some 1069 faculty members at six other diverse colleges/universities.

A *majority* of both the Harcum and Other faculties selected the following items they considered relevant to teaching performance, and therefore valid criteria to be considered in promotions:

	Harcum	Others
1- Effectiveness as a teacher	X	X
2- Research & scholarly activity	X	
3- School Service		X
4- Community service	X	X
5- Seniority	X	X

In response to the question - "should there be a formal process to evaluate teacher effectiveness?" a majority (72%, each) answered "yes". However, when asked who should do the evaluating, the only item in which a majority of both groups agreed was "Division Chairmen", as noted below. The additional individuals whom they believed should participate in the evaluation are also noted in this tabulation.

	Harcum	Others
1- Students		X
2- Colleagues		X
3- Division Chairmen	X	X
4- Academic Dean	X	

In summary:

(1) For both groups 92% of each stated that they believed that teacher effectiveness should be *the major* factor in faculty pay-promotion decisions.

(2) A majority of both the Harcum and non-Harcum faculties respondents thought that teaching effectiveness should be more important in pay-promotion decisions than they perceived them to be in reality.

(3) Four of the five criterion elements to be considered in promotion actions were majority-ranked as Very Important.

(4) Both groups favored teacher evaluation.

In view of the fact that a variety of schools were sampled; also, that there was a wide range in ages among the respondents; and varied academic ranks were represented among these respondents - the very considerable consensus in responses is far more striking that the few differences that were expressed.

Two-Year College Faculty Attitudes: Innovation Readiness
(Scientia Paedagogica Experimentalis. Vol. X. No.1. 1973)

To what extent are faculties at a public and a private two-year college in a state of readiness for professional innovation? This report discusses the results of a parallel faculty survey, (anonymous), at Harcum Junior College and Harrisburg Area Community College. Examining the Innovative Indexes for these two faculties, it is strikingly apparent that a high degree of congruence in viewpoints exists:

	Harcum	Harrisburg
Student Behavior & Role	68%	68%
Administration & Policy	42%	36%
Educational Progress & Service	63%	69%
	Totals =173%	173%

Detailed analyses of the responses to the 12-item questionnaire are included in this report, as well as t-ratios for the differences in responses of these two faculties.

Two-Year College Faculty Attitudes: Innovation Readiness
(ERIC - RIE. March 1973)
(Please see immediately above)

Two-Year College Faculties: Their Values and Perceptions
(Psychology. Vol. 10. No.4. Nov. 1973)

In 1972, an anonymous survey among 51 Harcum Junior College faculty and some 238 faculty in three Southern California community colleges revealed the following:

1- Top-3 modes of desirable conduct selected were:

Community Col. Faculties		**Harcum**
Honest	1st	Responsible
Responsible	2nd	Honest
Broadminded	3rd	Helpful

A cluster of two conduct modes are shared by both; "Honest", described by Milton Rokeach who developed the Value Survey instrument, as "sincere, truthful" and "Responsible" described as "Dependable, reliable".

2- Least-often selected modes included:

Community Col. Faculties		**Harcum**
Obedient	18th	Obedient
Clean	17th	Courteous
Polite	16th	Clean

Again, a cluster of two modes is noted; "Obedient", described as "dutiful, respectful", and "Clean" described as "neat, tidy".

Among a set of values described by Rokeach as "terminal" i.e. "desired end-states of existence", the following top three selections were made:

Community College Faculties		**Harcum**
Self-respect	1st	Sense of Accomplishment
Sense of Accomplishment	2nd	Self-respect
Freedom	3rd	Inner Harmony

Once again, a shared cluster of two values is noted; Sense of Accomplishment and Self-respect. It is interesting to note that both the Harcum and non-Harcum faculties virtually rejected several values traditionally identified with the teaching profession. World of Beauty, World at Peace, Equality, and National Security all appear well-down in the rankings. In their place among the upper-ranked values are self-centered selections such as Self-respect, Sense of Accomplishment, Freedom, Inner Harmony, Happiness, Mature Love, and Wisdom.

and Wisdom.

The remainder of this article examines their responses to the second question asked - "how do staff members view the junior college environment and their roles in it?" In turn, a series of sub-questions are asked such as: the perceived role of the junior college teacher; what they believe their students would want them to do and be; what qualities they want their students to gain; the skills, knowledge, and attitudes they believe the junior college should help students acquire.

What Makes A Good Junior College Teacher?
(Improving College & University Teaching. Summer 1975)

This article reports results of a parallel perceptions survey concucted among a total of 838 students enrolled in three institutions. An anonymous reponse to a 14-item, forced-choice questionnaire, a majority of all respondents opt for *each* of the questionnaire items. In addition, at least three-quarters of these students consider: 1- a student-oriented teacher; 2-one who leaves classroom attendance optional; 3- one who permits student participation in classroom discussions; 4- one who allows student direction rather than rigid following of the syllabus; and 5- one who offers most of his time to students - to be the desired characteristics of the "better" teacher. Least-desired attributes are also included. Such unanimity of responses among students at different institutions strongly suggests that students, in general, value the same teaching outcomes.

Poor Academic Performance - Why?
(ERIC - RIE. Dec. 1975. Ed 110106)

Seeking to identify areas related to poor academic performance, an anonymous mail survey was conducted in May 1975 among faculty at Harcum Junior College. Respondents were requested to rank 21 listed characteristics of 'poor' students. These findings are then compared with those resulting from administration of this questionnaire to faculty at Frostburg State College (Maryland).

Both faculties consider the inability to synthesize and apply conceptual principles to be the most prevalent characteristic of the academically "poor" student. Also - both faculties considered negative attitudes toward the teacher or course content to be the least prevalent characteristic.

In the remainder of the survey respondents are asked to select from a list of four characteristics the *most common* cause of poor academic performance. Among the Harcum faculty:

30.5% selected poor study habits.
29.2% selected lack of knowledge and skills.
22.2% selected lack of motivation.
18.1% selected poor classroom participation.

These views differed markedly from the Frostburg faculty responses.

Implications of this study are noted and a bibliography is included. Appended are remarks of the Harcum respondents to the open-ended questionnaire items.

Poor Academic Performance - Why?
(Scientia Paedagogica Experimentalis. Vol. XIII. No. 2. 1976)
(Please see immediately above)

Anxiety Indicies Among Harcum Faculty
(ERIC - RIE. March 1977. ED 130738)

Stress and tension among teachers, or 'anxiety' as it is frequently identified, has recieved considerable attention since early in the century. In the Fall of 1976, Harcum faculty responded anonymously to a 5-step, Likert-type rating scale. Those items to which a majority expressed anxiety included:

1- size of individual classes - 66%
2- adapting classes to individual differences in student ability, interest and need - 57%
3- total number of students assigned - 56%
4- non-teaching, clerical duties - 56%
5- inadequate fringe benefits - 54%
6- inadequate salary - 52%
7- inadequacy of academic facilities.

Comparisons cited in the article indicate that in general the Harcum faculty expressed a 'low' level of anxiety, particularly when compared with the national sample rated reported. Anxiety may be correlated with inappropriate teacher and student performance, but further studies are needed which will define operationally, (and rather specifically, too) how such anxious teachers act. And then, it will be necessary to seek to describe and/or measure possible functional relationships between teacher anxieties and student classroom behavior.

The View and Values of Harcum Faculty
(ERIC - RIE. April 1978. ED 146980)

The five studies presented in this document are institutional research inquiries relating to faculty at Harcum Junior College. Four of the studies compare 1977 responses to those obtained on identical surveys in prior years, thus presenting evidence of faculty attitudinal changes in the 1970's. "Perceptions of Effective Teachers" compares ratings of Harcum faculty on 14 teacher effectiveness criteria to those in a study of 264 public school teachers in Delaware. "Bases for Deficiency Grade Assignments" reveals differences in rank-order judgements among reasons for assigning 'D' & 'NC' grades between 1970 and 1977. "Collective Values and Attitudes" notes substantial shifts in the views of Harcum staff, faculty and administration in 1970 and 1977 relating to eight areas of contemporary society. "Attitudes Regarding Teaching" analyzes the responses of Harum faculty in 1967, 1969, and 1977 regarding the greatest sources of teacher satisfaction and discouragement, with a decade of inflation reflected in the "inadequate salary" responses of the 1977 group, this being the greatest source of dissatisfaction. "Innovation Readiness Attitudes" indicates that the 1977 faculty are more oriented toward traditionalism that their 1970 counterparts. They also feel conditions are less favorable to institutional research, and fell less adequately prepared to conduct instructional research.

Faculty Guidance/Counseling Activities (A Decade Inquiry)
(College Student Personnel Abstracts. Vol 14. No.1. Fall 1978)

This article describes and compares the results of two surveys - a decade apart - among 30 'small' (Less than 1000 students) junior colleges in Northeastern United States. The surveys were conducted in 1967 & 1977, their primary purpose being to determine the extent to which teaching faculty participated in student guidance activities. The 1977 assessment suggests an overall shift toward 'lower' (i.e. less favorable) ratings of their faculty guidance-counseling services. The article cites nine aspects of guidance services in which 10-year comparisons are noted. The two major findings were: 1- a sharp increase, (from 10% to 84%) in the fewer numbers of student interviews range, and 2- a sharp increase in numbers who rated their counseling-guidance services "less than good"; from 17% to 36%.

Faculty Guidance/Counseling Activities
(ERIC - RIE. 1978)
(Please see immediately above)

GRADES

Predicting Academic Performance From Expectancy Tables
(Psychology Vol. 5. No.4. 1968)

Expectancy tables can be employed as a practical tool in predicting academic performance. Such a table was prepared for some 213 students at Harcum Junior College based upon their "Total" scores earned on the School and College Ability Test.

Predictive information derived from interpretation of expectancy tables can be useful in the academic counseling of students, as well as specific course rostering. As more scores become available, the expectancy table data must be up-dated to help increase the degree of predictive accuracy.

'Cut' Policy & Earned Deficiency Grades of 'D' &'E'
(See **EDUCATION**)

Evaluation of Harcum's Effect on Student Achievement
(See **STUDENTS**)

'F' & 'I' Grade Patterns: 1969/70 to 1974/75
(ERIC - RIE. 1975. ED 107037)

An analysis of 'F' & 'I' grades at Harcum Junior College during the cited five-year period reveals a marked stability over the years. The average percentage of 'F' grades assigned was 3.7; the range being 2.8 to 5.0%. For 'I' grades the average was 2.1 percent with a range of 1.0 to 3.0%. Three years ago the Director of Research predicted that stabilized grading practices at Harcum would lead to a rising level of 'lower' grades. This current analysis has borne out the accuracy of this prediction; the number of 'F' grades annually assigned has risen.

GUIDANCE

Why Guidance?
(Personnel Journal 1965)

Because of the accelerated rate of change in our social structure, effective guidance assistance is needed today more than ever before. During the past decade the emphasis in guidance has shifted from assisting the individual at decision-making junctures in his life to a program of on-going, long-range service assistance.

Counseling, the primary guidance technique, is the process by which a student is helped through planned conferences to better understand himself in relation to a rapidly developing and changing world. Such counseling cannot be effective without full knowledge of the student's characteristics, for without this knowledge an accurate evaluation of an individual's personal development cannot be made. The range of such information includes: 1- health data (physical, mental, emotional); 2-educational achievement and aptitudes; 3- interests and attitudes; 4- family relationships; 5- work experience and hobbies; 6-other knowledge of specific facts affecting the individual.

In our society ultimate decisions are the responsibility and prerogative of the individual. All that guidance may properly contribute is to teach the person what seem to be the implications of his decision - *not* to make the decisions for him!

Test Interpretation: A Major Guidance Dimension

(Personnel Journal - May 1968)

In the field of educational-vocational guidance the concept of student choice, or decision-making, has become the central theme. The guidance function now emphasizes its responsibility to assist the student in assuming his responsibility to make his own educational and vocational-career decisions.In this context the careful measurement and interpretation of standardized tests and inventories data becomes a major dimension of the total guidance function. The primary step to generate such data is the informed selection of appropriate test and inventory instruments; i.e. those yielding pertinent data regarding the skills, abilities, aptitudes, attitudes, aspirations, and personality characteristics of the individual.

The remainder of this article describes the comprehensive battery of tests and inventories administered to Harcum Junior College freshmen. It concludes that a test is no better or worse than the mind which interprets it, for even a 'poor' test with a skilled interpreter is better than a 'good' test with a poor interpretation of scores!

Faculty Advisor Guidance-Counseling Manual
(ERIC - RIE. Nov. 1969. ED 032883)

At Harcum Junior College counseling is conceived as the way the experienced can help others to better understand themselves and their opportunities; to make suitable adjustments and decisions accordingly; to accept responsibility for such choices; and to follow a course of action in harmony with such decisions. At Harcum, teaching faculty members serve as student advisors, having available to them full-time, professional guidance personnel serving on the staff of the Guidance Center.

The chief objective of the Harcum guidance program is to help students make better use of their abilities; in the social, academic, and personal dimensions. Each student has a minimum of three structured interviews each academic year. These interviews focus upon the academic, vocational, and personal-social development of the individual.

Faculty advisors are prepared to help students, both formally and informally, in such diverse matters as choice of Harcum program; study habits; extra-curricular activities; time budgeting; and long-range vocational plans.

Recommended Student Counseling Refereal Procedures For Faculty & House Directors
(ERIC - RIE. Nov. 1969. ED 032884)

This report outlines a referral procedure which facilities communication among faculty guidance-advisors, house directors, and Student Personnel Services Division professional personnel in the guidance office, all of whom counsel students at Harcum.

Three basic types of referrals to the Guidance Center are discussed: self-referrals; faculty/house director referrals; and compulsory referrals. Detailed guidelines are discussed to assist both house directors and faculty guidance-advisors to conduct effective counseling interviews.

Recommended Student Counseling Referral Procedures for Faculty & House Directors
(Student Personnel Abstracts. Vol. 6. No.4. 1970)

(Please see immediately above)

Learning Conflict Among Left-Handed, Mixed-Dominance Individuals
(See LEARNING)

Psychometric Evaluation of Harcum Freshmen: 1962-1970
(ERIC - RIE. Oct. 1971. ED 052235)

The various dimensions of the Harcum Junior College testing program are discussed, with particular focus upon assisting the student to assume responsibility for making her own educational and vocational career decisions. Both student and clsss profiles for the years 1962 through 1970 are analyzed; covering I.Q. averages, Verbal & Mathematical class averages on the Scholastic Aptitude Test, and a number of other aptitude-achievement measures.

During this nine-year period, Harcum has used a variety of educational-psychological measuring instruments to ascertain for each freshman upon Harcum-entrance their:

1- academic potential
2- academic achievement level & special skills
3- reading achievement & potential
4- critical thinking ability
5- study habits & attitudes, and
6- personality characteristics associated with adjustment to collegiate life.

Roommate-Impact Upon Academic Performance
(ERIC - RIE. October 1971. ED 052228)

It has been hypothesized that a student will develop more fully academically if grouped with students of similar ability. A roommate study was conducted at Harcum to assess the academic effects, if any, of roomates having varying high school records. The four groupings in this study were: Group I - paired academic 'above average' with 'average' students; Group II -'average' with 'average'; Group III - 'above average' with 'below average'; and Group IV - 'below average' with 'below average'. Analysis of academic records earned at Harcum indicated that statistically significant higher levels of academic achievement was attained by the 'average' and 'below average' students assigned as roommates with 'above average' academic achievers.

Psychometrics at Harcum
(ERIC - RIE. June 1972)

Since 1962, a battery of psychological-educational tests and inventories have been administered to all Harcum freshmen during their Orientation Week. Information relating to the interpretation of test results is made available by the Director of Guidance to all program directors, and through them to all other faculty members. In the judgement of a substantial majority of the faculty, the freshman testing program is worthwhile. During the 1962-1971 decade, these tests and inventories assessed: 1- academic potential; 2- academic achievement levels; 3- reading skills; 4- critical thinking ability; 5-study habits and attitudes, and 6- personality factors associated with their adjustment to college living.

Who Is Emotionally Mature?
(See MISCELLANEOUS)

Guidance & Counseling in a Two-Year College
(Psychology. Vol.12. No. 3. 1975)

Guidance and counseling staff personnel are *key* members of student personnel services organizations. They must either participate as qualified educators or watch from the sidelines while student personnel services are infused with greater academic and intellectual relevance without their assistance or involvement. It is imperative that this academic-collateral service function be incorporated into - not merely be attached to - the institution's educational program.

A critical part of any counselor's task is to help his client achieve a sound (realistic) understanding of the world of work. Having at hand an adequate inventory of career information which both counselor and client can consider together is absolutely essential.

The remainder of this article describes the major components and activities associated with the guidance-counseling program at Harcum Junior College.

Counseling, Guidance, and the Two-Year College
(Current Psychology. Vol. 1. No.1. January 1979)
(Please see immediately above)

Counseling for 'Total' Student Development
(Psychology. Vol.12. Nov.4. Nov. 1975)

Harcum Junior College, in the words of its president, Dr. Michael A. Duzy...."cherishes as a prime objective, to provide an educational experience for young women which has at its core, *concern for the individual.* It seeks to offer a preparation of total student development in which the student is truly central. To the qualified observer, the strength and excellence of the teaching is clearly evident, and it is further apparent that the faculty is both willing and able to keep it so."

At Harcum it has been long-standing policy, *and practice*, to extend to each student willing to accept it, individual counseling regarding her concerns, aspirations and hopes. Counseling at Harcum is a 'way of life', not merely hollow rhetoric. It is a vital and on-going concern of all faculty and staff personnel, one in which candid yet warm concern is characteristic of the student-faculty interaction. It is unquestionably a significant factor responsible for the exceptionally low student attrition rate. During the past decade it averaged 6.3% annually, and during the past five years a very low 5.6% annual rate.

With Harcum being the last major educational opportunity for many students to utilize in moving toward their vocational-career objectives, broad-based job and career information must be, and as a matter of course, is given highest priority at Harcum in the academic-collateral services offered by the College. At Harcum, counseling for 'total' development of the student is an on-going, all-out commitment.

Harcum's Peer Resource Program
(Psychology. Vol. 13. No. 2. May 1971)

As Harcum's president, Dr. Michael A. Duzy has said;.... "concern for the education of students is not limited to the formal, academic relationship of the lecture room. The college makes every effort to extend this personal concern to the non-academic life of the student by doing its utmost to make student life on campus a positive and worthwhile experience."

One technic used to implement this concern and policy is a Peer Resource Program. As an adjunct to the professional guidance staff, this program has been set up to utilize student peer leadership in helping to deliver student personnel services to other students. This approach is based on the assumption that adolescents often are responsive to peer influences, pressures and controls when adults, (i.e. faculty and staff members) fail to 'reach' them.

The remainder of this article describes in detail specifically how this program operates at the college.

Job Hunt Effectively - You Can!!
(Florida Vocational Journal. Vol 11. No.2. 1976)

This article, which is abstracted from "Take Heart - A Word to the Unemployed" by Richard N. Bolles, outlines a systematic question-and-answer plan for effective job-hunting. As the article concludes: "We make no nonsense-claims that simply by reading through this material one will automatically locate a suitable job! But we do firmly believe that if you will follow these suggestions, *systematically* - with patience and perseverance, it will definitely improve your chances of locating the kind of job you want."

Counseling Hints
(Psychology. Vol.14. No.3. August 1977)

This document, prepard initially for the staff and faculty at Harcum Junior College, focuses basically upon the student advisement responsibilities shared by all faculty, both teaching and non-teaching members. It discusses specific actions designed to help make counseling interviews beneficial for students, and outlines various dimensions of student life in which faculty can be of assistance to them.

Diverse Dimensions of a Two-Year College Guidance Program
(ERIC - RIE. August 1979. ED 168641)

The guidance program at Harcum Junior College, a two-year, independent college for women, is integrated into its educational planning. The measurement and interpretation of student placement test information is an essential component of the guidance function, as it assists students in making decisions and examining their progress in reference to their aspirations and goals. It also offers important information to assist faculty guidance advisors in counseling students.

The comprehensive guidance services at Harcum embrace he following dimensions: 1- testing the reading ability, critical thinking, study habits and personality structure of freshmen; 2- individual counseling regarding social, personal, and educational-vocational problems and concerns; 3- a rotating counselor available during evenings; 4- group counseling; 5- a team approach to counseling; i.e. staff specialists, teaching faculty, administrators; 6- special interest speakers; 7- referral to outside agencies; 8- the Peer Resource Program; and 9- Career Resources Center services.

All counseling personnel are furnished information on typical problems, as well as suggestions for making interviews more fruitful: ways to put couselees at ease; ways of winning confidence; and ways of best conducting interviews. (The Career Resources Center and its importance, as well as eleven paths to emotional maturity are discussed in detail).

For Technical Career Jobs: A Career Resource Center
(Jrnl of Studies in Technical Careers. Vol.2. No.3. August 1980)

Discussed in this document are various aspects of an essential student personnel service in colleges offering technical career programs of study. The four major dimensions upon which the CRC services should be developed include: character development; intellectual development; personality development; and citizenship awareness.

The article also examines a number of literature citations regarding the organization and functioning of a CRC. It concludes with a description of the indicative records maintained by the CRC at Harcum Junior College; a small-enrollment, independent, private, two-year college for women, located in Bryn Mawr, Pennsylvania.

INSTITUTIONAL RESEARCH

Research Studies Completed at Harcum Junior College
(ERIC - RIE. June 1967. ED 026034)

Data from six questionnaire studies are reported in this document. "Why Harcum is Recommended" reports the percentages of Harcum students, faculty, and high school guidance counselors who recommend Harcum for each of the specific reasons contained in this forced-choice questionnaire. In "The Student Views Harcum," responses of Harcum students to 10 forced-choice reasons for attending Harcum, as well as answers to the questions; "what is 'right' and what is 'wrong' about Harcum" are also reported as percentages of the populations for each of their two years in attendance at the College. In "Collegiate Educational Goals", the frequency of selection of six goals by Harcum students and faculty' by local educational psychologists; and by students and faculty at a nearby university is reported - again in terms of the percentages of the populations sampled.

In "How Much Do Harcum Students Study?", first and second year students at Harcum and at South Georgia College report how many hours they study, and what they believed to be important study habits and major study distractions. In "Health Service Offered", responses from 270 'small' colleges, (enrollments less than 1000 students), to seven questions about their health services are reported percentages of the total number responding. In "Motives for Attending College" Harcum students (women), and men from a local college were asked to indicate, in a forced-choice, anonymous questionnaire, which of eight motives applied to their decision to attend college. The results, noted as percentages of these two populations, are reported. Their write-in comments are also included.

Institutional Research - Junior College Management Tool
(The Journal: College & University Association, Feb. 1969)

In this era of burgeoning junior colleges, there is need for careful planning and implementation of academic programs and their essential collateral services and activities. A very essential function, one that is required to help insure sound planning and programs implementation, is the staff-service institutional research activity.

As has been suggested, education, very much like industry, should ask many searching questions of itself. For example, how may one predict success? Or - how can staff turnover be reduced? Through institutional research, an increasing number of colleges and universities have found ways and means for analyzing many of their programs and operations, as well as plan more realistically for the future.

As Stuart Marsee noted so perceptively several years ago: "Education has become big business. Institutional Research is becoming increasingly important. Today, enlightened educational leaders use the most advanced techniques in arriving at the solution to problems. In this setting institutional research is a must."

The Experimental School Calendar
(ERIC - RIE. July. 1970. ED 037201)

The anonymous views of 280 Harcum students and 15 faculty members are the subject of this report. Specifically, their summarized views were:

	Students	Faculty
Present between semester recess is about right	80%	80%
Present length of class periods is about right	49%	53%
Present length of class periods is too long	49%	40%

Write-in comments clearly revealed that the vast majority of the respondents applauded having exams before semester recess as well as shortening class periods from 60 to 50 minutes.

Institutional Research at Harcum Junior College
(ERIC Clearinghouse for Jr. Colleges: Univ. of Calif. Los Angeles. Feb. 1972)

This document describes the institutional research program at Harcum during the decade 1963-1972. It discusses the duties and responsibilities of the Director of Research; the three-way classification scheme for organizing and presenting the various studies and subsequent written reports. This paper also notes the principal techniques utilized in data collection; lists the self-appraisal techniques utilized to ascertain the E.Q. (effectiveness quotient) of the institutional research program.

Institutional Research & Long-Range Planning (In Pursuit of Excellence)
(Nat'l Council for Independent Jr. Colleges. EPDA Institute. April 1973)

The purpose of institutional research (IR) is to improve managerial effectiveness. If it does not, IR can be a costly frill; a window-dressing that simply wastes money. Conversely -competently performed and effectively utilized, it can materially assist in reducing costs and improving operations.

In the midst of insistent demands for accountability, self-assessment by *all* educational organizations has become an urgent necessity. Institutional research in the two-year college world - and long-range planning—are both rapidly taking on new dimensions. Greater emphasis is being placed upon data accumulation having greater relevance to the management decision-making process, rather than the pedestrian task of statistics accumulation and presentation in support of some theoretical design.

Five major components should be represented in a comprehensive IR program. They are: 1- assessing the allocation of resources; 2- assessing student potential; 3- assessing achievement, both institutional and student; 4- assessing curriculum and academic-collateral program potential and needs; 5- assessing community impact of the college.

As cogently noted by professors Roueche & Bogg: "An institution of higher learning that stops growing, improving, implementing, and evaluating, is a danger to both society and itself. What right does an institution have to exist when it no longer gives its best in attempting to cope with the increasing complexity of the society it serves?"

Institutional Research for Two-Year Colleges: Community & Junior
(Psychology. Vol.10. No. 3. August 1973)

This document describes what one private, independent junior college does to analyze its efforts as a learning center for young women: it is Harcum Junior College. Numerous management specialists have suggested that education, very much like industry, should ask itself many searching questions. However, the job (i.e. responsibility) of the research director is for research, *not* for management decision-making!

You cannot plant a seed in concrete and expect it to grow. And equally true - to F & F (that's File & Forget!) a research report is just about as silly as trying to grow seeds in concrete!

One final aphorism - "Haste makes Waste". Most innovative programs in education, including IR programs, have been plagued by a tendency of both the observers and the participants to want *immediate,* visible results. Unfortunately we seem to suffer from the habit of pulling up the plant by its roots every few months to see if it is still alive and growing! There is but one effective means to combat such counter-productive behavior: *resist* that anxious urge; set *reasonable* target dates, and then *patiently insist* that they not be tampered with!!

Library Circulations: 1969-70 through 1973-74
(ERIC - RIE. 1975. ED 100478)

An analysis of indicative records maintained by the library staff at Harcum Junior College revealed that during this 5-year period a very substantial books circulation rate of 17 volumes per student, per year, existed. Other data derived from these records included:

1- A daily average of 19% of the students used the library (1967 to 1974)
2- In 1974 the above-noted rate jumped to 28%.
3- The library collection usage rate averaged 45% annually.
4- Each year following 1969-70, books circulated per student rose; from a 'low' of 13:1 to a 'high' 19:1.

Harcum Junior College: Institutional Research Reports—1974.
(ERIC - RIE. December 1975. ED 110105)

This document is a compilation of 27 institutional research reports issued by the college during the calendar year 1974. These various reports, designed to assess existing college goals and practices, as well as to provide suggestions for new programs, reflects some of the current concerns of private, women's two-year colleges: recruitment, college curricula, alumnae achievements, student and faculty opinions of college policies, and student characteristics. Also included is an index to Harcum's institutional research reports issued during 1973.

Institutional Research and Management Planning
(Proceedings: 32nd Annual Convention; Penna Assoc. of 2-Yr. Colleges - 1975)
(AND - The CEDR Quarterly: Spring 1976)

This paper presentation and article discusses the specific contributions institutional research can make in the on-going management process of planning. The role of IR in relation to management planning is to work closely and cooperatively with those assigned primary responsibility for planning and policy formulation. In doing so, IR helps to accomplish its primary goal of enhancing academic and administrative practices. The job of IR is to collect, analyze, interpret and report information; in this instance, to those assigned primary responsibility for the management planning function. It may also come to pass that planning will become the focal point for institutional research effort. In fact, it may not be too extreme to suggest that the influential institutional research organizations of the future will be those that are concerned with management planning, as they constantly test the probable effects of pending decisions.

Harcum Junior College: Institutional Research Reports — 1975
(ERIC - RIE. April 1976. ED 115333)

The 31 documents in this compilation reflect the college's IR effort during calendar 1975 designed to assess existing college goals and practices, and where appropriate, offer suggestions for changes. Organized under eight rubribs, these documents reflect some of the current concerns of private, two-year colleges for women. These areas are: alumnae achievement, including a 'profile' of 100 Harcum graduates, and various follow-up reports with graduates; college curricula, programs and other characteristics, including employer-based evaluations of programs and reports on library circulations, counseling, health care, and general education and career program breakdowns; faculty comments, views and evaluations; student academic achievement, including reports on eating habits, learning receptivity & independent study, grade patterns, honors graduates, and grade distribution; student characteristics; student comments, views and evaluations; freshmen applicants, including recruitment information, and an analysis of freshman application sources; and miscellaneous reports, chiefly indexes to previous year IR reports and published articles.

Institutional Research & Management Challenges
(ERIC — RIE. November 1976. ED 125712)

This essay discusses how IR can be a valuable information resource to be utilized by the decision-makers in academe. A planning model is outlined as well as the relationship of the staff institutional research service to line management. The article concludes...."to avoid the twin pitfalls of complacency and misdirection, on-going institutional self-study and long-range planning are management practices essential to meet the challenges of the future."

Institutional Research and Management Challenges
(Psychology. Vol.15. No.5. May 1978)
(Please see immediately above)

Management & Research: An Essential Partnership
(in: Community College Research. Educational Testing Service, 1977)

This paper presentation discusses, in detail, the Harcum Junior College IR program which serves as a management adjunct and information resource to all other components of the college. By being directly involved in filling information gaps, IR at Harcum is relevant to *all* institutional problems, concerns and operations.

Implementing Institutional Research Findings
(ERIC - RIE. March 1977. ED 130739)

This essay notes that there exists an uneveness in both the support and utilization of IR findings among higher education institutions. Reasons why this exists are the personal observations and views of the writer.

One obvious reason relates to the judged competence level of the IR function, as performed. Has IR been 'sold' to those who are the real in-house leaders? Has executive management merely extended luke-warm support for the IR function? Such tepid endorsement quickly filters throughout the entire campus, which reacts accordingly. In both of these instances the assessments may accurately reflect the level of IR job performance - something less than acceptable/helpful to those it purports to serve.

A third 'failure' is not following-up on research findings. The IR task is not completed when the report and/or recommendations have been made. Judicious follow-up serves to call project to the attention of the line-management decision-makers who must implement the findings.

A fourth 'obstacle' is to be found in the analysis/synthesis syndrome. There is the ever-present task of determining how to best budget time between the immediate problem-solving tasks and those other research activities of long-range thrust.

And last - the obvious, umbrella-category; the sensitive realm of 'political' timeliness. Although IR findings may point one way, existing resources allocations, constraints, and other practical realities of what will and will-not be acceptable to executive management, are considerations to be squarely faced - whether or not they are 'sound' in the judgement of the researcher.

As staff-service agents for executive management, understanding and living within the constraints here noted is absolutely essential if the IR effort is to be successful.

Implementing Institutional Research Findings
(Psychology. Vol.14. No.3. April 1977)
(Please see immediately above)

Bicentennial Year Plus One: Institutional Research - Calendar 1977
(ERIC - RIE. April 1978. ED 146999)

Forty institutional research reports covering a wide variety of subjects of concern to Harcum Junior College, a private, independent women's two-year college, are compiled in this document. Topics of the report include: student and guidance personnel perceptions of school objectives; library utilization; grades and grading practices; student opinions, characteristics and assessments of the college; student personnel services; faculty and student participation in committees; learning attitudes; enrollment projections and enrollments by programs; admissions 1962-1977; career vocational guidance and counseling; student dropouts and transfer information; parental assessments of the college -1966-1977; the Nelson-Denny Reading Test and academic achievement; faculty and staff opinions, values, and attitudes; general education components of career curricula; faculty guidance/counseling activities; alumnae opinions and accomplishments, 1968-1977; college exposure among prospective students; and abstracts of published research reports from 1973 through 1977.

The final report in this document summarizes the findings of Harcum IR reports conducted since 1962. It is noted that the Harcum IR Reports series, the Research Memoranda series, and research articles published in numerous professional journals now total 616 documents.

Decision-Making, Institutional & Management Challenges
(Psychology. Vol 15. No.4. Nov./Dec. 1978)

This article discusses the accountability environment surrounding education, and the urgent need for on-going self-analysis of operations through systematic IR inquiries and analyses. The institutional researcher, first and foremost, gathers and analyzes data relating to any and all dimensions of college/university operations. To offer comprehensive staff services to line management, IR should embrace assessments within five aspects of college operations: allocation of resources; student potential; student achievement; analysis of curriculum and program needs; assessing the college's impact upon the community.

In short, to help avoid the pitfalls of complacency and misdirection, continuous institutional self-assessment and long-range planning are essential management requirements.

A Junior College Comprehensive Institutional Research Program
(ERIC - RIE. February 1980. ED 176825)

Harcum Junior College, continuously engaged in institutional self-study through its comprehensive institutional research (IR) program. The IR office conducts both decision-oriented research, where the problem is defined by the decision-maker, as well as conclusion-oriented research in which the items studied are selected by the researcher. Harcum has used a program-area checklist to outline the scope of topics to be included in the research effort, and to give direction to both the scheduled, cyclical research conducted for long-range trend analysis and planning, as well as the short-term inquiries conducted for immediate decision-making purposes. A valuable adjunct has also been topics suggested by faculty and staff members to be investigated by the IR office.

In the past 15 years, survey research involving the collection of data by questionnaires or interviews made up 38% of the 661 research documents written. Experimental research employing experimental manipulation of selected independent variables, made up 60%; the remaining 12% being identified as historical research which involved the use of historical data to answer specific questions. The principal medium of research information dissemination, Institutional Research Reports, have been routinely furnished to staff, faculty, and administration. Through monthly newsletters and bulletins, selected information of specific interest to parents, students, alumnae, and high school guidance counselors reach these various 'publics' the college serves. By filling information gaps and assisting in evaluation, IR at Harcum has been an effective effort of practical value to the college community.

A Junior College Institutional Research Program
(Scientia Paedagogica Experimentalis. Vol. XVIII, No. 1. 1981)
(Please see immediately above)

JUNIOR COLLEGES

Institutional Research - A Junior College Management Tool
(See INSTITUTIONAL RESEARCH)

Smaller Junior College Admissions Criteria, Selections & Enrollments
(See COLLEGE ADMISSIOINS)

Junior College Appraisal Techniques
(ERIC - RIE. August 1970. ED 038123)

Self-appraisal through IR queries and analyses has deep roots in American education. Beliefs of long standing are that educational progress without change is unthinkable, and also that change without research could be disasterous. Self-appraisal techniques for junior colleges should include the following:

1- Admissions counseling:
   a- Academic; b- Vocational; c- Other
2- Placement in appropriate courses:
   a- Academic; b- Vocational; c- Other
3- Counseling students in college:
   a- educational; b- Vocational; c- credit transfer to other institutions; d- student job placement.
4- Planning & Evaluating Programs of:
   a- Academic instruction; b- Vocational instruction; c- Other instruction; d- teaching staff evaluation.
5- Student Personnel Program Evaluation

6- College Administration Policies Evaluation

A cogent summary statement regarding junior college self-evaluation efforts utilizing IR has been made by Dr. Michael A. Duzy, Harcum's president: "Such fundamental questions as 'what is the college attempting to do for its students?' evoke thoughtful and searching discussions among teachers... Continued scrutiny of course content and program offerings makes for *greater relevance* - an ideal unfurled on many a student revolutionary banner today. Continued search for student opinion and reaction, for alumnae criticism and evaluation adds an objectivity to developing guidelines which assure quality and excellence."

Junior College Appraisal Techniques
(College Student Personnel Abstracts. Vol.6. No.4. 1971)
(Please see immediately above)

Studies Related to Grades and Grading Practices at Harcum Jr. College
(ERIC - RIE. May 1970. ED 035402)

Faculty grading practices were determined by questionnaire surveys in 1967 and 1969. Little change was noted. However, in 1969 fewer faculty assigned grades on the basis of class curves alone. More of them were using a combination of curves, numbers, and letters, and more required assigned papers as part of grade determination. In the 1969 inquiry an analysis of student mid-term progress reports was made to determine whether particular groups and/or courses were associated with poor academic progress. Results revealed that 22% of the students received one or more "F" grades, and that resident students received "F" grades more often than day, commuter students. Also, certain courses and programs had relatively large percentages of "F" grades. In 1969 an evaluation of the performance of 'academic risk' students revealed that over 50% earned 2.0 ("C") or better academic averages. It was concluded that they should be permitted to continue their attendance as members of the freshman class.

First-to-Second Year Attrition Among Junior College Students
(Scientia Paedagogica Experimentalis. Vol.VIII. No.1. 1971)

In September 1966, Harcum Junior College contacted junior colleges throughout the country. Sixty responded and statistically significant differences, (at the 5% level of confidenc, or higher) were found among the following attrition rate comparisons.

1- Private (24%) attrition rate and church-related (29%).
2- Small enrollment (16%) and 250 to 500 enrollments (32%).
3- Small enrollment (16%) and 500 to 750 enrollments (22%).
4- 500 to 750 enrollments (22%) and 750 to 1000 enrollments (30%).

It was also found that all-female schools have a greater rate of return than do co-ed schools; and the smallest enrollment schools have the highest rate of return (84%), followed closely by all-female schools (81%).

The Harcum Generation Gap in Semantics
(Psychology. Vol.8. No.3. August 1971)

A parallel perceptions, anonymous questionnaire survey of Harcum faculty (50% response) and students (43% response) in the fall of 1969 revealed the following similarities and contrasts for selected 'happy' and 'sad' words.

1- Both groups selected the following 'happy' words: love; friendship; peace; home; music; laughter; and beautiful. This was about 50% of the total words each responded to. Among the five most frequently selected 'happy' words for both students and faculty, the two appearing on both lists were: Love (top-billing for both!) and Peace.

2- The following 'sad' words were selected by both groups: sickness; argument; failure; war; tears; loneliness. Again, this group of words represented approximately half of the questionnaire words to which they responded. Among the five most frequently selected 'sad' words, to which both students and faculty responded, the two appearing on both lists were: Death (top-billing on both lists!) and War!

Based upon the overall similarities in top-ranking selections, it would appear that the so-called 'generation-gap' in semantic preferences is a relatively small one among these two samples of Harcum faculty and students.

Two-Year College Dropouts: Why do they leave? Who are they? How many?
(ERIC - RIE. May 1972. ED 058879)

Student attrition rates are not sterile statistics. They reflect the extinguished hopes of young people deprived of the opportunities and advantages of a higher education. And so we ask, with a deep sense of concern - "why do they leave?"

Both inferential and descriptive attrition rate statistics are examined in this report and it is concluded that there are a number of student characteristics and environmental dimensions which predict, at the .05 or higher level of confidence, junior college students persisters and non-persisters. These are itemized in detail, as are some 31 tendencies and/or characteristics of the non-persisting student.

Sustained Student 'Holding Power' at Harcum
(Psychology. Vol.10. No.1. February 1973)

One of the most significant indicies of a junior college is its student population stability; i.e. its 'holding power'. Various dimensions of such stability are examined, including: return of invited students for second year, and class retention rate; i.e. graduation rate of original class enrollment.

As this report reveals, Harcum's student retention record has been exceptional. Since a low retention rate may have implications for institutional action - in such areas as curriculum evaluation, admissions, and student-faculty relations, this type of statistic reflects a state of affairs which is important, both on 'academic' as well as 'economic' grounds.

On a national basis, the retention rate after two years of college has been in the neighborhood of 40%. At Harcum, the retention rate averages 71% for the period 1962-1967. The complexity of the attrition rate is sufficiently challenging to engage the imagination and resourcefulness of all segments of the college community.

Students At A Private College
(New Directions for Community Colleges: in "Understanding Diverse Students" No.3. Autumn. 1973. Jossey-Bass. Publishers, San Francisco, CA.)

Although different on some measures, students in private two-year colleges often resemble their public, community college counterparts, as the comparative data in this article reveals. All in all, spanning six demographic areas, a general similarity is revealed. Both public and private two-year college students sampled rated highly their faculties and academic programs offered, and both groups gave the fewest votes of confidence to college governance and student activities. Between these two extremes, both ranked the library and student development programs. Helping to prepare students to assume their multiple roles in our modern society is the common thread linking public and private two-year colleges. Both are keenly aware that young Americans today are expected to fulfill multiple roles in the course of their lives. Both types of schools enroll many students holding similar values and opinions.

Harcum Educational Outcomes
(Psychology. Vol.10. No.4. November 1973)

Numerous follow-up studies among Harcum students and graduates and analyses of indicative records are the subject of this article. Many varied dimensions are reported: excellence of college facilities and programs; 'success' in effecting transfers to 4-year colleges; faculty-student relations; student retention rate; Harcum and critical thinking learning; student-beneficial counseling and guidance; reading developmental program; employment success of 'terminal' program graduates; high school guidance counselor assessments of Harcum; learning progress of Harcum students, assessed by 'before' and 'after' scores earned on nationally-normed tests; alumnae recommendation of Harcum to others.

How well has Harcum been achieving its objectives? The facts discussed in this article suggest that it has, in substantive measure, accomplished what it set out to do - to help young women prepare themselves, both academically and as social beings, to become community-aware adults who will, with reasonable expectation, function constructively in a socially-complex environment.

An In-depth Evaluation of Harcum by '74 Graduates
(ERIC - RIE. December 1974. ED 094817)

Harcum graduates, in 1974, were queried regarding the college, its programs, and services it offered. Some 102, or 46% of that year's graduates responded. With minor exceptions these graduates top-rated their college as offering "quality" educational opportunities. They also indicated that they believed the college could clearly be both and educational life-experience of practical worth (i.e. job preparation training) and also enriching experiences of personal satisfaction.

Harcum Boosters, All!
(ERIC - RIE. December 1974. ED 094829)

Who are the Harcum boosters that tell Harcum freshmen about the college before they enroll? From among 650 applicants for September 1974 enrollment, 39% indicated high school guidance counselors - the single largest source: (in 1972 = 42% and in 1970 = 38%). The second major source given was Friends & Relatives: some 16% in 1974; 26% in 1972; and 26% in 1970. Each of the remaining twenty sources in 1974 averaged 2.5% as a source from whom Harcum freshmen first learned about the college.

Over the period 1970-1974, high school counselors and friends/relatives "introduced" Harcum to better than half of the incoming freshmen classes: 55% in 1974; 68% in 1972; and 64% in 1970.

Will Independent Junior Colleges Survive?
(ERIC - RIE. 1975. ED 103041)

This essay reviews the present status of private, independent, junior colleges in the United States. If they are to remain vigorous in the upcoming shrinking enrollment and consequent diminished funding period, they must stress cost-consciousness and practical financial management. Hiring of faculty must be limited, and the numbers of courses, small classes, administrators-staff members must be reduced. If they continue to be committed to the two-year college movement as a field in which their future lies, and if they are also committed to institutional purposes beyond competition with public two-year colleges, their future will remain assured as an integral and significant part of the two-year college movement.

In addition, they must: 1- focus attention on their educational programs and their services to society; 2- focus on well-rounded, continuing developmental programs; 3- emphasize both short-term and long-term goals; 4- enlist trustees and other volunteers who believe in; work for; and give adequate support to their program; 5- use educational objectives relevant to these times; 6- institute effective student recruitment programs; 7- work for favorable state and federal tax laws; and 8- evaluate their institutional effectiveness on a regular basis.

Will Independent Junior Colleges Survive?
(Psychology. Vol.13. No.1. February 1976)
(Please see immediately above)

What Makes A Good Junior College Teacher?
(see FACULTY)

Harcum Junior College Self-Assessment Reports
(Please see INSTITUTIONAL RESEARCH)

Educational Outcomes at Harcum Junior College
(Please see EDUCATION)

Harcum Student & Alumnae: An Extended View (1962-1977)
(Scientia Paedagogica Experimentalis. Vol. XVII. No.1. 1980)

This article is an in-depth examination of a number of indicative records which can serve as 'windows' to better 'see' (understand) the various accomplishments and achievements of Harcum students and alumnae. The principal areas examined include: 1- college entry status of Harcum students; 2- their development at Harcum; and 3- their post-Harcum endeavors. The 15 Harcum Institutional Research Reports utilized as resource documents for this article are cited as an appendix.

Reading Improvements Associated with Harcum Reading Development Program
(Scientia Paedagogica Experimentalis. Vol. XVII. No.2. 1980)

Reading is the key skill which affects proficiency in all academic learning. Recognizing the importance of verbal reading skills, Harcum has offered a freshman reading development program since 1966. Research with the Nelson-Denny Reading Test indicates a close-relationship between test scores and scholastic achievement at Harcum - an average correlation of r = .67.

During the decade 1967-1976, some 350 randomly-selected freshmen who had completed the reading development program, were post-tested with the Nelson-Denny Test. The average score improvements were: Vocabulary = 44%; Comprehension = 37%; Total = 42%. These differences between pre-and-post test scores were all found to be statistically significant at a high confidence level.

LEARNING

Learning Conflict Among Mixed-Dominance Left-Handed Individuals
(Catalog of Selected Documents in Psychology: The American Psycholog. Assoc. Vol. 1. Fall 1971)

This pilot study investigated the hypothesis that left-handed, mixed-dominance individuals, (i.e. those who are also right-foot-or eye dominant), are associated with learning conflict problems that express themselves in lowered academic achievement. If statistically significant differences are found between the academic achievement of such mixed-dominance, left-handed individuals and unmixed-dominance individuals, (i.e. the null hypothesis is rejected), the need for special attention - counseling, remediation, etc. - for these mixed-dominance, left-handed individuals would be indicated.

Among an all-female sample of Harcum Junior College students, chi-square tests of the data were employed to determine if statisticially significant differences existed between the academic averages of samples of mixed-dominance and unmixed-dominance left-handed freshmen. An $x^2 = 4.16$; p .03 was determined. Also - comparing mixed-dominance, left-handers with a sample of right-handed students yield an $x^2 = 4.08$; p = .04. Therefore the null hypothesis was rejected in both instances since, in general, one may safely reject the null hypothesis whenever p = .05.

On the basis of the fact that in this inquiry the 'observed' from 'expected' results were too unlikely to be accounted for by sampling fluctuations alone, the higher incidence of less-than 2.5 cumulative average (on a scale of A = 4; B = 3; C = 2; D = 1) among the mixed-dominance, left-handers was considered a 'real' difference between this group and the other two groups examined; (i.e. the unmixed-dominance left-handers and the right-handers).

The findings of this exploratory inquiry do suggest the conclusion that replication of this study with larger samples, both male and female, at various levels of schooling, would be warranted.

Learning Conflict Among Mixed-Dominance, Left-Handed Individuals
(1. Psychology. February 1972. Vol. 9. No. 1.)
(2. SCRIBE. Penna. State Education Assoc. Vol. 10. No. 1. Oct. 1971)
(3. ERIC - RIE. Nov. 1971. ED 052474)
(4. College Students Personnel Abstracts. Vol. 8. No. 1. Fall. 1972)
(Please see immediately above)

Measuring Educational Progress Through 'Before' & 'After' Testing
(See EDUCATION)

Institutional Research Studies, Motivation & Learning of Harcum Students
(See INSTITUTIONAL RESEARCH)

What is a College?
(See EDUCATION)

Concept Learning Mastery in Harcum Laboratory Nursery School
(See EDUCATION)

"Total" Learning/Development at Harcum Junior College
(Psychology. Vol.11. No. 1. 1974)

This article discusses and describes Harcum's educational philosophy of "total" student development. Not only does this embrace academic growth, but augmenting classroom instruction and laboratory practices are a wide range of stimulating academic-collateral college-sponsored events, activities, and programs. These enriched-learning experiences are augmented by the community-available cultural resources which are indeed 'rich'. In its offerings, Harcum cherishes a prime objective to provide an educational opportunity for young women, emphasizing most particularly *concern for the individual.*

The remainder of this article describes, in detail, the rationale underlying Harcum's concept of *total* learning.

Description of an Experiment in the Conception of Learning-Development at Harcum
(Scientia Paedagogica Experimentalis. Vol. XI. No. 1. 1974)
(Please see immediately above)

Parietal and Academic Achievement at Harcum Junior College
(Psychology. Vol.11. No.4. November 1974)

This article describes a major modification in parietals regulations in academic 1972-73. Essentially, this report answers the question - "Are these differing parietal regulations, (e.g. 'open' versus 'closed' dormitories) associated with differing levels of academic achievement?" A 'closed' dormitory is one in which no male visitors were permitted; an 'open' dormitory, or floor of a dormitory being one in which male visitors were permitted during specified hours.

The average cumulative grade-average for 50 randomly selected 'open' dorm freshmen was found to be 2.5, and for another 50 randomly selected 'closed' dorm freshmen the mean was 2.6. The t-ratio for the difference between the two groups was .83. This 'translates' into 20 possibilities in 100 that this difference would have arisen through chance, of sampling fluctuations. Therefore, this difference was *not* considered to be statistically significant.

Parietal and Academic Achievement at Harcum
(WOMEN Studies Abstracts - Summer 1975)
(Please see immediately above)

Non-Traditional Instructional Media
(Internt'l Jrnl of Instructional Media. Vol.3. No.1. 1975)

If one accepts the basic premise that learning can take place within both the classroom-laboratory, (scholastic-normal, or "traditional" learning), and elsewhere within the collegial environment (scholastic-informal, or "non-traditional" learning), then one has surmounted a major obstacle. The latter types of learning are not replacements for, but rather supplements to, the learning presumed to take place in connection with laboratory/classroom exposures.

This article describes three pilot inquiries relating to non-traditional instructional media "treatments" evidenced only one - roommate impact - having statistically significant differences associated with learning. Such differences were measured through comparisons of earned grade-point averages. Size of dormitory populations and differing parietal treatments did not yield statistically significant differences.

Mixed-Dominance & Learning Conflicts Among Left-Handed Male Collegians
(Scientia Paedagogica Experimentalis. Vol.XII. No.1. Spring. 1975 - Belgium)

This study replicates a prior study (see above - Learning Conflict Among Mixed Dominance Left-Handed Individuals). This replication sought to ascertain if any group difference found in academic achievement between left-handed male collegians, mixed-dominance vs. unmixed-dominance, would be too great (statistically speaking) to be attributable solely to sampling fluctuations or other chance factors.

Since both the experimental and control groups in this study were each less than 30, the Chi-square Test ($\dot{x}$) was utilized since when the size of the sample is quite small (i.e. less than 30), the assumption of normality of scores distribution as doubtful. Testing for agreement between 'observed' and 'expected' results yielded an $\dot{x} = 1.98$ with a probability $p = .20$.

In general, one may safely discard the null hypothesis - i.e. the hypothesis of equal probability whenever "p" is .05 or less. In this instance with a probability of .20 the difference may not be considered as being statistically significant, there being 20 chances out of 100 that the difference in performance between the experimental and control groups might have occurred simply through chance variations alone.

Mixed-Dominance & Learning Conflicts Among Left-Handed Male Collegians
(Catalog of Selected Documents in Psychology - Amer. Psych. Assoc. Spring 1975)
(Please see immediately above)

Does Enjoyment Accompany Learning.
(ERIC - RIE. June 1977. ED 136851)

Often implicit to the teaching-learning process is the assumption that learning and enjoyment accompany each other. As perceived by the learner, do they? To answer this question for Harcum Junior College students, they invited to respond anonymously to a questionnaire. Their self-assessed perceptions were obtained which related to a variety of learning-teaching experiences, and they were also requested to express their degree of enjoyment for these teaching techniques.

A number of different teaching techniques were assessed by them to be either preferred modes of learning and/or enjoyment value. The group performances clearly indicate a variety of teaching techniques, for a majority ranked the following among their preferred learning modes: Class discussion = 80%; Lectures = 61%; Field Trips = 58%; Movies = 56%; Readings = 55%; and Independent Study = 54%.

Does Enjoyment Accompany Learning?
(Community/Junior College Research Quarterly. Vol. 4. No. 1. Oct/Dec 1979)
(Please see immediately above)

Non-Intellective Predictors of Academic Success
(Scientia Paedagogica Experimentalis. Vol. XVII. No.2. August 1980)

This article describes an inquiry at Harcum Junior College which sought to investigate the relationship, if any, between academic success, (as measured by earned cumulative grade-point averages), and student-assessed degrees of importance of twelve behavioral characteristics. One hundred seniors completed a brief questionnaire and the data was treated

statistically to ascertain if statistically significant differences existed between the students earning the highest one-third cumulative averages and those earning the lowest one-third cums in this 100 sample. The t-ratio was only 1.02, too low a probability that the observed difference was anything but a chance variation. It was therefore concluded that these two groups coming led far too frequently in their selections to support this questionnaire instrument as a reliable one to utilize for predicting academic 'success'.

The remainder of this article cites a number of other inquiries relating to non-cognitive dimensions of learning which investigated their possible use as reliable predictors of academic success. The results reported are as varied as the number of reports cited!

LIFE VALUES

Dedication to Others
(Personnel Journal. July 1969)

Most people would agree that 'preservation of life' should be a goal for *any* humane society. And yet, viewed realistically, how many individuals live by this tenet?

We begin life with very powerful preservation capabilities. These, however, are self-serving and are not at all concerned with the well-being of others. In our society, such behavior is acceptable during infancy and early childhood, however, beyond that point society expects a shift to take place. During adolescence we expect, and somewhat unevenly insist, that the previously acceptable, self-centered behavior be modified. The change we look for in behavior is some awareness and consideration of family, friends, and others. And finally, during the years of mature adulthood - for those who do reach this peak of social sensitivity - we find in these individuals a concerned regard for *all* human life; be the individual a friend, foe, or favorite companion.

It is unfortunately true that it is difficult to find either logical meaning or purpose for the *in*-humane behavior typical of so many adults. At the one extreme the babyish tantrums of some are pathetically self-centered. At the other extreme are the slick, pseudo-sophisticated behavior patterns which, again, simply indulge the self-indulgences of such individuals. Although these childish-adults are chronologically grown-up, they are also culturally arrested in their socialization development. These pseudo-adults are definitely immature (purely self-centered in their behavior). Such behavior is socially unacceptable and society should impose sanctions upon those who selfishly insist on always 'taking' from society but never 'giving' in return.

Someone once articulated the idea of 'social responsibility' by saying that *the highest* dedication in life is *dedication to others.* In today's rapidly shrinking world such dedication is an absolute necessity to help insure the preservation of human life, as well as other forms of living things. Short-sighted policies, motivated by self-serving greed, either disregard or effectively destroy the intricately complex interdependence among life forms. The highly undesirable end-product is the destruction of life through crime, famine, or disease.

Even without regard for the ethical or moral implications of such destructive policies, the 'preservation of life' principal is a life-value which *must* be observed. Otherwise we must face the grim alternative of creeping social disintegration which leads, ultimately, to social destruction.

Today in our society, we are rapidly losing our identity as *humane* humans. In its place we are substituting the values of materialism and creature comforts as the 'key' evidences of 'success' in life. These two are surely miserable substitutes for the 'preservation of life' value. Before it is too late, our priority order of values in life *must* be changed!

Estimated Goals & Selected College-Related Values of Public & Private Junior College Students (See STUDENTS)

MISCELLANEOUS

Capstone Survey (Mail Questionnaire Returns)
(ERIC - RIE. March 1973. ED 069267)

Among two-year colleges what is their 'track record' for responding to mail questionnaires? Some 30 in the northeastern United States responded to the questionnaire. The data received indicated that maximum returns might be anticipated from a forced-choice questionnaire among identified administrators, followed closely by faculty respondents. The third most responsive group was "professional colleagues", followed by students. On the average it was indicated that parents, alumni, and males respond only about half the time to mail questionnaires. A rank-order listing of 22 items, based upon reported average percentage responses is included.

Simple Statistics; Summarized
(ERIC - RIE. March 1973. ED 069745)

This article is a streamlined statistics primer. It describes and discusses: 1- Descriptive statistics (measures of central tendency and measures of variability); 2- Inferential statistics (the standard error; the standard error of the difference between two means; the t-ratio; the Chi-square test; coefficient of correlation; the standard error of correlation.

Some Basics of Sound Human Relations
(See PERSONNEL MANAGEMENT)

Art Education - Means or End?
(See EDUCATION)

Who Is Emotionally Mature?
(Psychology. Vol. 12. No.3. May 1975)

Knowing the characteristics of emotional maturity can be the basis for a greater understanding of one's own behavior, as well as others. Of greatest significance - it can serve as a basis for establishing a mutually satisfying person-to-person relationship.

What is emotional maturity? It is a measure of the degree to which the individual exercises choices; the greater such exercise of choice, the greater the degree of emotional maturity. The principal components of the idealized emotionally mature individual include the following attitudes and behavioral patterns: 1- set priorities; 2- go easy with criticism; 3-maintain perspective; 4- be sensible; 5- talk it out; 6- control anger; 7- respond to others; 8- take charge; 9- be generous; 10- escape for awhile; and 11- give in occasionally.

Is it Really a Better Technique?
(ERIC - RIE.March 1975. ED 097949)

This document discusses an easy-to-use plan offering a short-cut method for determining if a statistically significant difference exists between 'experimental' and 'control' groups, the researcher may determine if the measured performance of the two groups is statistically significant; i.e. the difference would be found upon replication 95 times out of 100. This is the so-called "95% level of confidence", sometimes identified as the "5% level of significance".

The bulk of this article describes, step by step, this short-cut method. Those who wish to formulate answers to the question - "Is it *really* a better technique?" may utilize the method described; it offers accuracy and objectivity with complex statistics.

Employer-Based Evaluation of Harcum Programs
(Internt'l Jrnl of Career & Continuing Education. Vol.1. No.4. 1976)

The issue of training students for flexibility in their occupational skills and knowledge has been one of the important and critical areas of concern at Harcum Junior College. This article describes an anonymous survey technique among employers of Harcum students. It is utilized by the college to gauge the *practical* effectiveness of Harcum's occupationally-oriented programs of study. The instrument utilized consists of 24 items, response to which furnishes feedback information regarding three major skills competency areas: technical skills; human relations skills; and problem- solving concepts and abilities. This use of empirical evidence in an evaluation plan is predicated on the assumption that quality of preparation for employment is a key dimension of occupational curricula evaluations. This technique is not unique to Harcum. It was initially developed by staff members of Moraine Valley Community College in Illinois, and first utilized by them in 1971.

Employer-Based Evaluation of Harcum Programs
(Community College Review. Vol.3. No.1. Spring. 1976)
(Please see immediately above)

The 5 W's of Evaluation
(N.Y. Dept. of Education - 1977)

The purpose of this article was to abstract a monograph - "Improving and Assessing Performance: Evaluation in Higher Education." by Hodgkinson, Levine, Hurst: Center for Research & Development in Higher Education - University of California, Berkeley, 1975.

The scheme described is essentially a question-asking model, the primary question to be answered being: "what type of judgement is required?" A systematic aid for obtaining the answer to this question is the 5 W's scheme which lists *who* and *what* will be evaluated, *why* the evaluation is being made, *when* the evaluation will be undertaken, and for *whom* the evaluation will be done.

A Decade of Feedback Information From Harcum Graduates: 1968-1977
(ERIC - RIE. December 1977. ED 142270)

This document presents an array of data reflecting a summary evaluation of Harcum's educational effectiveness. The following indicative records are presented: graduates accepted for advanced standing transfer; graduates accepted for immediate employment; general education courses in career curricula; and curriculum assessments by graduates.

Basically, Harcum exists to help prepare young women to live and work effectively in a rapidly changing world. Through its academic programs and academic-collateral services and activities, it offers students opportunities for extended educational experiences which stimulate the intellectual, social, spiritual, emotional and physical development of the individual.

A Decade of Feedback Information From Harcum Graduates: 1968-1977.
(Psychology. Vol.15. No.5. May 1978)
(Please see immediately above)

Mental Health Is Served by Research
(ERIC - RIE. August 1980. ED 184038)

This article synthesizes several National Institute of Mental Health documents which examine the contributions of research to resolution of mental health problems. These research efforts are examined under the rubrics: Biological Influences on Behavior; Psychological Influences on Behavior; Sociocultural Influences on Behavior. Major research trends are noted, and they are discussed under the following categories: Research on Child Mental Health; Research on Alcohol Abuse and Alcoholism; Research on Drug Abuse; Research on Social Problems.

A Look Back to See Ahead
(Jrnl of Employment Counseling. September 1980)

A narrative description of the writer's "new learning experiences", behavioral changes, and insights, as he became a psychologist-in-retirement. The principal ones included: 1- the very practical matter of finances: learning to accomodate to an altered income status; 2- planning versus 'drifting' in retirement living; 3- scrupulously avoiding the life-atrophy attitude of purposelessness; 4- keeping an open mind. Consciously avoid stereotypic thinking about people; too often stereotyping is absolutely wrong!; 5- carry active hobbies into retirement; 6- keep in touch with 'youthful' people; i.e. youthful in spirit - never mind their chronological age!; 7- remain, or become, socially useful in the community - an excellent way to reinforce one's SE-Q (that's Self-Esteem Quotient!); 8- avoid 'busy' work; it's really not needed once you learn how to unwind (relax). One *can* lead a useful, interesting, and enjoyable life-in-retirement without the rigid schedule which usually accompanies the 9-to-5 syndrome; 9- join one of the national organizations for older folks. America is an aging population. Increasingly, laws relating to older citizens are being made. The national organizations issue bulletins and other helpful documents explaining these changes and new benefits; and 10- probably the most important thing I've learned during these first two retirement years is that a Career in Retirement is very much a matter of one's being a *self-starter*. Friends, relatives, and social agencies can be of some help, but basically, it's up to the new retiree to develop a retirement plan and then *put it to work!*

Mental Illness Research: A Quarter Century of Progress
(ERIC - RIE. September 1980)

Much progress has been made in mental health research during the past twenty-five years. There has been a substantial informational increase regarding the causes, treatment, and prevention of mental illness, as well as knowledge about the factors that help foster sound mental health. Clinical and epidemiological data have shed light on the natures, incidence, and the courses of serious mental illnesses. Additionally, drug treatments are now available, in the form of drug therapy, that make a significant difference in the management of psychoses. Perhaps the greatest achievement of all has been the recognition of a biochemical basis for serious disorders. Research has shown clearly that biological, along with environmental and sociological factors affect the incidence and courses of psychoses.

In the treatment of mental illnesses, both psychological and biological factors have been demonstrated as crucial. Psychosocially, the earlier treatment methods, especially long-term institutionalization in poorly staffed facilities isolated from community and family, contributed significantly to the deteriorating picture usually described for schizophrenics. This crucial finding led to community treatment orientation and involvement of families in treatment procedures and planning. These changes appear to have greatly reduced the deterioration previously considered to be the usual outcome of schizophrenia.

Fight Off Retirement Blues!
(Psychology. Vol. No. 1980)

This article examines the practical significance of the greatly extended life-span that present-day retirees may anticipate. It noted that the key to successful retirement is to fill these retirement years with 'productive'; (i.e. satisfying to the retiree) activities. Ideally, *before* one retires one should block out, (if only tentatively), a *realistic* plan, and then - *put that plan to work!!*

The remainder of this article examines a variety of specific activities, endeavors, and projects, which could help to make the retirement years both satisfying and rewarding for the retiree.

PERSONNEL MANAGEMENT

Reducing Sick Absences
(Personnel Journal - December 1950)

Analyzing sick leave absences and applying controls to combat sick leave absence is entirely practical. By carefully screening sick leave records; reemphasizing the *direct* responsibility of *all* supervisors to effectively control and administer the use and approval of sick leave absences; identifying those workers who should obtain medical advice, treatment, or care; and identifying those employees whose sick leave record indicates an apparent abuse of sick leave fringe benefits - by utilizing these various approaches and procedures it *is possible* to effect substantial savings.

Worker Turnover Bites Into Profits
(Personnel Journal, 1953)

While a perfect score in the art of personnel management may not be a realistic goal, each gain in sound human relations practices is well worth the time and effort investment. Wise decisions in worker-management relations do yield direct payroll savings. Specific 'dividends' (i.e. successes) in operating costs reductions do result directly from sound and practical personnel programs, well-planned and competently executed.

Among savings which can be realized are:

1- fewer workers required for the same output.
2- low, controllable personnel turnover.
3- ability of the organization to accomplish new and emergency jobs quickly and competently without need for overtime or increased personnel.
4- low waste, rejection, and accident losses.
5- fewer and more easily adjusted grievances.
6- substantial participation in incentive programs.
7- low sick leave absences.

Although a personnel program may be well-designed to effect such savings, it cannot be assumed that the program, in operation, will automatically reflect its design and be successful. In order to increase the likelihood of its success, *follow-up evaluation* of policies, programs and procedures must be an integral part, on a continuing basis, of the 'total' personnel activity.

"Declare" Your Training Dividends
(Personnel Journal, 1954)

Training of personnel represents substantive investments of time, treasure, and talents. To evaluate training results, such dividends may be 'declared' by examining before-and-after results for the following items. These are stated as desirable, 'after' results:

1- Better or more productivity and reduced unit costs.
2- Reductions in production bottlenecks.
3- Reduced waste and rejects.
4- Reduced accidents.
5- Increased participation in suggestion/incentives programs.
6- Reduced absenteeism.
7- Reduced backlogs.
8- Reduced employee turnover.
9- Improved employee morale.

A Job Satisfaction Predictor
(Personnel Journal. October 1963)

If what an individual hopes for in a job differs greatly from what successful people in that line of work consider the job's *principal* psychological needs satisfiers, that person's chances for job satisfaction are slim. In this article one method of predicting job satisfaction is discussed, its primary assumption being that satisfaction of psychological needs leads to job satisfaction.

For example, to advise someone that he has a high 'clerical' interest level is certainly helpful in vocational counseling. On the other hand, to explore with that individual his psychological needs, and most particularly, how they relate to the psychological needs satisfiers to be found in various differing jobs and occupations, adds a broadened and more basic dimension to such vocational counseling.

The inventory-instrument developed (a paper-and-pencil type), and its application as a guidance tool may prove to be helpful, both to vocational counselors and job placement specialists.

Predicting Job Satisfaction in Career Education
(Jrnl of Studies in Technical Careers. Vol.1. No.4. 1979)
(Please see immediately above)

An Occupational Study of Job Satisfaction & Needs Satisfaction
(The Jrnl of Experimental Education. Vol 32. No.4. Summer, 1964)

This article discusses, in detail, the theoretical framework relating to the inventory instrument discussed in the citation immediately above. The instrument itself - "Jobs & Attitudes Survey" is also included.

An Occupational Study of Job and Needs Satisfaction
(Psychological Reports. 14. 81-82. 1964)

A brief, highlight summary of the immediate-above article.

Job Satisfaction and Work Values for Women
(ERIC - RIE. November 1970. ED 040705)

This survey investigates relationships between the work values of 1871 women characterized by certain demographic variables. The purpose of the survey was to furnish planning and counseling information to educational institutions and others concerned with the career counseling of women. Selected work values are defined as expressed needs for: 1-dominance-recognition; 2- economic success; 3- independence; 4- interesting activity; 5- mastery-achievement - and 6-social status. The demographic variables linked with the work values are: 1- marital status; 2- age; 3- educational attainment; 4- current employment status; 5- career pattern; 6- socio-economic status; 7- field of work.

Tabulations comparing work values with the demographic variables indicated that the central reason women work is to satisfy the psychological need for *Mastery-Achievement*. The prepotent need is closely followed by the *Social* need fulfillment drive. Another importnat work value for women, one closely associated with the *Social* need is the need for *Interesting Activity*. The value of *Independence* appears relatively moderate when compared with the others, and at the bottom of the needs rankings were the two dimensions of *Achievement* of *Dominance* and *Economic Success*.

Job Satisfaction and Work Values for Women
(The Jrnl of the Nat'l Assoc. of Women Deans, Administrators & Counselors. Vol. 37. No. 4. Summer 1974)
(Please see immediately above)

Some Basis of Human Relations
(Personnel Journal. Vol.53. No. 8. August, 1973)

Human nature is the only raw material that managers of people can work with to produce job competence and job satisfaction - the two end-products essential for productivity. Achieving the effective utilization of manpower resources is a capstone responsibility inherent in *all* aspects of management.

Sound principles of human relations consist of the following:

1- We resent domination.
2- We enjoy a good scrap.
3- We agree readily with those we like personally.
4- We are sentimentalists.
5- We *all* want to feel important.
6- We all want to be in the know.
7- We like to win out over obstacles.
8- We are *all* different.
9- We all want fair play.
10- We should proceed gradually.

The above principles are discussed in some detail in this article.

In seeking to build sound human relations, there are 10 specific behavior patterns and attitudes which must be adopted and **consistently** applied:

1- Speak to people.
2- Smile at people.
3- Call people by name.
4- Be friendly.
5- Be sincerely cordial.
6- Be considerate of the feelings of others.
7- Be thoughtful of the opinions of others.
8- Be genuinely interested in people.
9- Be generous with praise.
10- Be willing to give service.

Employee Relations: A Matter of Variables
(Personnel Journal. Vol.58. No.8. August 1979)

This article discusses, in depth, work relations practices that managers should apply. A suggested human relations approach is also discussed; it is a recommended method to follow in resolving human relations problems. Knowing and practicing certain principles of sound human relations are the best 'bets' for creating and maintaining a healthy people-to-people environment. These include: we all resent domination; enjoy a good scrap; agree with those we like personally; are sentimentalists; want to feel important; want to be in the know; like to win out over obstacles; are different; want fair play; and - we must proceed gradually.

In the way of general conduct (or 'behavior' if you prefer), there are 10 essential behavioral modes and/or attitudes. These are: speak to people; smile at people; call people by name; be friendly; be sincerely cordial; be considerate of the feelings of others; be thoughtful of the opinions of others; be generous with praise - cautious with criticism; be willing to give service, for about all that *really* counts in life is rendering a service to others.

READING

Interpreting Nelson-Denny Reading Test Scores
(ERIC - RIE. March 1972. ED 057090)

Reading test results and their interpretation are of major importance because of their clear association with levels of student academic achievement, or learning. Experience has shown that the Nelson-Denny, which is utilized at Harcum Junior College, is a most useful measuring device to predict academic achievement, as well as using it to screen students for curriculum and/or course rostering, and finally - its use for diagnosing reading and learning problems. General hints for the interpretation of test scores are also presented.

Reading Improvements Associated with Harcum Reading Development Program
(ERIC - RIE. August 1970. ED 049013)

Since September 1966, Harcum Junior College has offered a required reading development program for freshmen who score below the 30th national-percentile rank on the Nelson-Denny Reading Test. For some 51 freshmen who completed the program in 1971, their pre-and-post test scores on the Nelson-Denny were statistically analyzed. Average vocabulary improvement was 44%, and average comprehension improvement was 37%. More than 80% of others completing the reading development program achieved post-course Nelson-Denny percentile ranks above the 30th national percentile.

The Nelson-Denny Reading Test & Harcum-earned Academic Averages
(ERIC - RIE. March 1972. ED 057089)

Research has shown that there is a very substantial degree of correlation between Nelson-Denny scores and academic averages earned at Harcum by freshmen. Pramatically, this has provided the college with a very useful special-skills measuring device helpful in predicting first-year levels of academic achievement for Harcum freshmen.

STUDENTS

The Student Personnel Program - On The Threshold?
(Personnel Journal, 1966)

Student personnel program staffs must either participate as qualified educators or watch from the sidelines while student activities are infused with greater academic and intellectual relevance without its assistance or involvement

-Paul Boland

It is absolutely imperative that the stuent personnel program *be incorporated* into, not merely attached to, the institution's educational programs. The rationale for this assertion is both compelling and urgent: each day the learner experiences varying degrees of social interaction, and the learner must *learn well* the art of effective interpersonal relations (socialization), if he hopes to be successful in communicating his 'educated' views to others.

In addition - important as they are, intellectual growth and development are not alone the full objectives of education. Such items as: self-fulfillment; self-actualization; and developing one's talents, all suggest dimensions of accomplishment beyond, or supplementing intellectual development. When we speak of total education, we continue to emphasize the importance of, and need to be concerned with the socialized development of the individual learner in such areas as: consideration for others; patience in dealing with others; understanding; and tolerance. In short - knowledge alone without understanding is essentially sterile. In fact, intellectual brilliance without consideration for others may be cruel; and academic scobbishness, (i.e. impatience and intolerance) is, at best, boorish!

Predicting Academic Performance From Expectancy Tables
(Psychology. Vol.5. No.4. 1968)

It has been suggested that measurement (i.e. testing) without guidance loses much of its purpose. Unquestionably of equal significance is the assertion that guidance, without measurement, loses its scientific character and becomes largely intuitive, a process which can be notoriously *in*-accurate! Today, testing and guidance are close partners in American education. One method for gaining better understanding of the student is to utilize expectancy tables as a practical tool for predicting academic performance. Such predictive information can be of great value in the academic counseling of students.

Expectancy tables may be constructed for any test and related to any course. They may also be utilized for rostering of individual courses, and for broad educational-vocational advising. In short, such expectancy tables may be employed as significant data generating devices upon which to base evaluation, diagnoses, and other guidance recommendations.

The remainder of this article discussed an expectancy table developed for 213 Harcum Junior College students to predict their performance in an education course.

Motives for Attending College
(Psychology. Vol.6. No.4. November 1969)

During the past decade it has become increasingly apparent to educators that greater numbers of students view their college education as a means for acquiring some future material gain or reward.

Some 530 Harcum students, responding anonymously to a brief questionnaire, offered the following motives, each one being selected by a majority of the group:

1st— Prepare for an occupation — 91%
2nd— Acquire some knowledge — 90%
3rd— Mix socially and develop socially — 69%
4th— Better understand and help others — 66%
5th— Develop the power of the mind — 56%

Clearly, this Harcum sample is in firm agreement with the above-cited trend, top-ranking direct occupational preparation from among a variety of utilitarian, spiritual, intellectual, and socially-oriented motives.

How Much Do Harcum Students Study?
(Personnel Journal. August 1970)

In academic 1966-67 some 237 Harcum Junior College students (all women) reported an average of 3.7 hours daily in out-of-classroom study time. For a sample of 447students at South Georgia College, they reported 3.5 hours for females and 3.1 hours for males. The standard error of difference for the differential between the two female samples was 2.1. This means there are 97 chances in 100 that this difference is statistically significant. A similar Harcum-favorable, statistically significant difference was also found to apply in the comparison between first year and second year students.

These findings appear to conflict with the oft-heard platitude on college campuses that students need to study two out-of-class hours per day for each hour spent in class. The results reported here, as well as other recent research, indicate that it is more likely that students typically study about one out-of-class hour for each classroom hour. The students in these samples were in classes three or four hours daily.

Characteristics of Harcum Junior College Students
(ERIC - RIE. March 1970. ED 034521)

Four studies conducted at Harcum in the fall of 1969 are summarized. From a survey to determine student reasons for attending Harcum, it was concluded that substantial numbers of students view their education as a means for acquiring

future material gains. A second study on student attrition evidenced the complex and varied factors, both situational and personal, that are associated with student withdrawals from college. These are examined in some detail, with the most frequently stated reason for Harcum student withdrawals being — "transfer to a 4-year college"; the classical, so-called 'springboard' function of the two-year college in helping prepare academically 'weaker' students for acceptance in senior institutions.

A third inquiry related to eligible students, (i.e. those invited back) who do not return to their college for completion of their second year. Some 100 junior colleges were surveyed, anonymously. They reported a 70% average retention rate among first year students invited to return. However, there was no consistent retention rate among these schools, either in terms of enrollment size, type of student body, or type of institutional control, (i.e. public, private, or church-related).

The fourth study reports the use of a paper-pencil inventory at Harcum which measures study habits, attitudes, and orientations. In comparison with a normative group of 3,054 freshmen attending nine colleges, Harcum students ranked at approximately the 50th percentile on each factor measured. Students falling below the 25th national percentile were all given instruction to help them develop better study habits.

Institutional Research Studies, Motivation, and Learning of Harcum Students
(ERIC - RIE. July 1970. ED 037195)

Perhaps the most challenging task facing the faculty is that of motivating students to learn. This report summarizes the following Harcum Institutional Research Reports (IRRs), the results of which the faculty are urged to communicate to students:

Alumnae Comments & Achievements

1- Harcum Alumnae Speak Out
2- Retail Merchandising Graduates Comment

Student Academic Achievement

3- Academic Counseling & Harcum-earned Grade-point Averages
4- Current Harcum Grading Practices & Recommendations
5- Analysis of Mid-Term Academic Program Reports — 1969
6- Academic Achievement Groups of Returning Invitees for Sept. '69 Enrollment
7- How 'Calculated Risk' Students Fare at Harcum
8- Institutions to Which Harcum Graduates Have Recently Transferred
9- Measuring Educational Progress At Harcum Through 'Before' & 'After' Testing
10- College Grades & Study Habits Among Freshmen

Curriculum and College Characteristics

11- Intra-Harcum Curriculum Changes: Classes of 1969 & 1970
12- First-to-second Year Student Attrition Among Junior Colleges
13- Impressions of Harcum Among High School Graduates
14- Health Services Offered by Small Junior Colleges
15- The Effects of Housing on Grade-point Averages

Student Characteristics

16- Study Habits & Attitudes of 1969 Freshmen
17- A Study of Student Retention & Withdrawal
18- Reasons for Attending Harcum
19- Use of Harcum Library
20- Comparative Profiles: Harcum Freshmen of 1961-1969
21- Composite Personality Profile: 1969 Freshmen
22- Nelson-Denny Reading Test: 1969 Freshmen
23- How Much do Harcum Students Study?

Student Views

24- Why Harcum Students 'Cut' Classes
25- Goals of a Harcum Education
26- Characteristics of an 'Ideal' Student
27- Motives for Attending College

'Success' of Calculated Risk Students at Harcum
(Psychology. Vol.8. No.1. February 1971)

A status analysis among 46 academic risk students at Harcum revealed that 87% persisted successfully, academically, for their first year of college studies. Some 57% of the original group also graduated, compared to 63% of the students in

their class who were non-academic risks. A total of 38% of the academic risk students were separated by the college, compared with a 30% rate among the non-academic risk students. Continued careful selection and enrollment of such 'marginal' students was recommended and implemented.

First-to-Second Year Attrition Among Junior College Students
(See JUNIOR COLLEGES)

Evaluation of Harcum's Effects on Student Achievement
(Psychology. Vol.8. No.2. May 1971)

Two measures of academic achievement and aptitude were employed in 1968 to measure educational progress associated with college characteristics. Among a group of 43 Harcum seniors in transfer curricula, an average improvement of 19% at graduation was noted in the six scores on the Sequential Test of Educational Progress (STEP): Reading; Writing; Listening; Mathematics; Science; and Social Studies. On the School & College Ability Test (SCAT), the average improvement on the "Total" score was 12%. A follow-up questionnaire survey of these graduates revealed substantially greater academic achievement than the average for Harcum graduates in general.

Reading Preferences, Skills and Habits of Harcum & CUNY Community Coll. Students
(ERIC - RIE. August 1971. ED 049012)

An anonymous questionnaire was circularized among Harcum students and students at six community colleges of CUNY in order to obtain answers to the following questions:

1- What do HJC/CUNY students read?
2- How well do they read?
3- What are their reading preferences?
4- What are their self-evaluated reading habits and skills?
5- How do these two student groups compare?

Some 592 Harcum and 492 CUNY students were respondents. Their answers to the above-listed questions are answered in this report. The most striking, statistically-revealing fact which this comparison survey revealed was the very consistently high degree of similarity in their self-evaluated reading habits, preferences, and skills of the Harcum and CUNY students.

Educational Goals & Selected College-related Valuations of Public and Private Junior College Students
(ERIC - RIE. October 1971. ED 051807)

The values and goals of Harcum Junior College students were compared with those of students attending Harrisburg Area Community College. The former school is a private, independent, resident two-year college for women; the latter a public, tax-supported non-resident, co-ed two year community college. Each of these two schools was the first of its type in Pennsylvania to be authorized by the state department of education to grant associate degrees.

The two groups were compared in terms on their parents' educational background; the educational goals of the students; the most valued college experiences; and their most disappointing college experience. As a group, the parents of Harcum students were found to have a more advanced educational level, and there was no significant difference between the student groups in their ranking of nine educational goals. Based on frequency of selection, for Harcum students their most valued college experience choices were all directly related to academic matters. Regarding the most disappointing college experience, both groups expressed strongest disappointment in their fellow students and social-and-organizational activities; i.e. academic-collateral programs.

Values & Perceptions of a Private Junior College Faculty, Public & Community College Faculties & Students
(See FACULTY)

The Harcum Student/Graduate in Retrospect: A Decade of Development
(ERIC - RIE. July 1972)

This survey report draws upon selected Harcum Institutional Research Reports (IRRs) and published Office of Research articles — some 243 in the decade 1962-1971. It focuses primarily upon the entrance status, development, and achievements of Harcum students and graduates. Through data-based analyses, salient educational facts are presented which related to a decade of learning for some 5008 Harcum students.

The implication of findings are considered important in projecting the probable calibre of on-coming 'generations' of Harcum students. In addition, these findings also help to better understand the student-oriented benchmarks which reflect the *pragmatic results* of Harcum's educational philosophy, in practice.

This document serves as a 'window' through which broader insights may be gained regarding Harcum and its growth and development as a viable learning center for young women, offering them educational preparation opportunities for career development and cultural enrichment. For young women of both modest and also more substantive academic records in high school, Harcum affords them excellent prospects if they are prepared to take full advantage of the educational opportunities offered.

Roommate Impact Upon Academic Performance
(See GUIDANCE)

Sustained Student Holding Power at Harcum
(See JUNIOR COLLEGES)

Student At A Private College
(See JUNIOR COLLEGES)

Harcum Educational Outcomes
(See JUNIOR COLLEGES)

Student 'Thinking' & Good Teaching
(Scientia Paedagogica Experimentalis. Vol. XI No.2. Autumn 1974)

The purpose of this research inquiry was to ascertain the perceptions of 389 Harcum students (female); 117 male and female students attending a four year state college in New York; and a sample of 184 male and female students attending a University Center in New York. The major thrust of the inquiry regarded their beliefs about teacher pedagogical qualities of "greatest impact", upon their thinking processes. A high degree of unanimity characterized the reactions of the 690 respondents from these three demographically-distinct types of colleges/universities. They chose the following characteristics as being of "greatest impact" as stimulants to "make them think".

1- Expert knowledge of subject.
2- Ability to stimulate student interest.
3- Enthusiastic attitude toward subject.
4- Ability to clearly explain.
5- Systematic organization of subject.

Thus, generalizing the findings of several parallel-perceptions-inquiries, "good" teaching to students means someone who knows hir (i.e. his/her) subject, stimulates student interest through enthusiasm about subject, communicates clearly, and is well organized — a 'profile' of competence with which teachers of professional calibre cannot reasonably take issue.

Effective College Teaching Facilitates Student Thinking
(College Student Journal. Vol.9 No.1. 1975)
(Please see immediately above)

Today's Women Students: New Outlooks
(See WOMEN)

Student Attitudes Regarding Harcum Learning Environment
(ERIC - RIE. March 1976. ED 114145)

This document describes the results of administering an assessment instrument designed to reveal the attitudes of students toward learning at Harcum. Some 256 respondents, anonymously in the Fall of 1975, completed the 26 item questionnaire which was designed by Keith M. Kersher & Mark W. Blair. Group differences, by curriculum majors, are noted, such data being of particular interest to Harcum program directors. Four broad areas are analyzed: Attitude toward education in general; Attitudes toward college curriculum; Attitudes toward school resources; and Attitudes toward school counseling.

Harcum Freshmen Self-Evaluate Their Preparation For College
(ERIC - RIE. July 1976. ED 119790)

Some 272 Harcum freshmen, after completing one semester, responded anonymously to a questionnaire. The instrument was designed to identify areas in which they believed that their preparation in high school had been inadequate to enable them to cope effectively with college academic and collegiate lifestyles, and to understand their own motivations and aspirations. Three general areas are included in the survey instrument: educational information; psycho-social information; and vocational information.

Among the five strongest needs expressed, four were in the educational information area. These were: reading skills; studying for exams; preparing bibliographies; math skills; and concepts. Improving motivation was also among the top-5 needs.

Insufficient preparation in various academic disciplines was the most frequently mentioned deficiency with vocational information deficiencies following closely. The least expressed concerns were the items in the psycho-social information dimension. The survey instrument is appended in this article along with some representative comments of repondents to the open-ended questionnaire item.

Harcum Freshmen Self-Evaluate Their Preparation For College

1- (in: — "Rational Decision-making & Political Realities: The Role of Institutional Research" 3rd annual meeting: Northeast Association for Institutional Research — ETS; Princeton, N.J. 1977)

2- (Community/Junior College Research Quarterly. Vol.1 No.4. July/Sept. 1977)

3- (Capsules: A Review of Higher Education Research. Vol. VII No.6. Concordia College — Minnesota. 1978)

Good Mental Health & Student Mental Health Services in Higher Education
(ERIC - RIE. April 1980. ED 178820)

This article contains an extensive, annotated listing of 41 citations relating to student mental health services in higher education. Both in the general population and the college student population, approximately one out of seven Americans has some form of mental or emotional illness ranging from mild to severe. Fewer than one-third of those needing professional care treatment for their mental and emotional problems are receiving it.

Some of the symptoms of psychoses are that the person lives in an imaginary world, hears voices, believes everyone is out to 'get him', and has little control of what he does during his illness. Additionally, some neuroses can be so debilitating as to prevent a person's carrying on with his everyday activities.

Some factors to consider in the lives of the mentally ill are long sieges of trouble or sickness, neglect or rejection in childhood, or constant criticism. Understanding that the troubled person's behavior may be more painful to him than to anyone else is the first supportive step in helping his recovery. An additional list of "Do" and "Don't" behaviors for working with mentally ill persons are also listed. Learning to observe if minor problems upset them; if they have trouble getting along with others; or if they are unable to stop thinking about their anxieties, are key points to watch for.

WOMEN

Today's Women Students: New Outlooks!
(Scientia Paedagogica Experimentalis. Vol. XII No.2. Autumn 1975)

Described in this article is the parallel-perceptions inquiry among women students at nine selective, 4-year, liberal arts colleges and at Harcum, a two-year, independent, private junior college for women committed, both historically and currently, to a career development educational philosophy and program offerings. The report reveals major shifts in attitudes, life-style values, and the opinions of women college students between 1969 & 1975

Discussed, in depth, are facts regarding programs of education for women which have both immediate and long-range implications to be thoughtfully considered by human resources specialists, counseling and guidance personnel, curriculum specialists, government education professionals, and members of educational Boards of Trustees who must make sound decisions affecting the future thrust of women's education.

College Women — Their Eating Habits & Academic Achievement
(Some Biochemical Correlates of Academic Achievement)
(ERIC - RIE. December 1975. ED 110117)

A study was conducted among some 332 Harcum students (women) to ascertian what relationship, if any, existed between their eating habits and academic achievements. Two groups were compared — Group A which consisted of those eating two or three meals daily; and Group B — consisting of those eating less than two regular meals daily. Members of the two groups were 'matched' by selecting comparison-partners who had Scholastic Aptitude Test scores within 50 points of each other. Graduation grade-point academic averages were compared and a t-ratio statistical computation for the obtained difference between the academic averages of group A (2.9) and Group B (2.6). The t-ratio was 2.60 indicating a statistically significant difference; one which 'favors' the good-nutrition subjects — Group A. It therefore appears reasonable to recommend further study of eating patterns and nutrition among college students.

Some Biochemical Coordinates of Academic Achievement: (College Women — Their Eating Habits and Academic Achievement)
(Scientia Paedogogica Experimentalis. Vol. XIII No.1. 1976)
(Please see immediately above)

Epilog

Writing and organizing this abstracts-compilation has been an adventure of joy — (a word not heard too often these days). Whether the value of this document is short-lived, or extended, will be validly judged only after historial assessment. My personal convictions regarding the potential value of sound institutional research are strong ones, for in my judgement this staff-service function is truely *essential* to help avoid the twin management-pitfalls of mediocrity and complacency.

Appendix A

The following is an alphabetical listing of journals in which referenced research articles are published.

1- Catalog of Abstracts (Amer. Psych. Assoc.)
2- Catalog of Selected Documents in Psych. (APA)
3- Capsules: A Review of Higher Ed. Research
4- College Management
5- College & University
6- College Student Journal
7- College Student Personnel Abstracts
8- Community College Frontiers
9- Community College Research (ETS)
10- Community College Review
11- Community/Junior College Research Quarterly
12- Current Psychology
13- Educational Media
14- EPDA Institute Proceedings
ERIC — Resources in Education
15- Counseling & Personnel Clearinghouse
16- Junior College Clearinghouse
17- Handicapped & Gifted Clearinghouse
18- Florida Vocational Journal
19- Future
20- Improving College & University Teaching
21- Instructional Media & Technology (book)
22- International Jrnl of Career & Continuing Ed.
23- International Jrnl of Instructional Media
24- Journal of Experimental Education
25- Jrnl of Nat'l Assoc. of Women Deans, Admin's & Counselors
26- Journal of Studies in Technical Careers
27- Junior College Journal
28- NEAIR: Proceedings; 3rd annual meeting
29- New Directions for Community Colleges
30- New York Dept of Education
31- PERA-SCOPE (Penna. Ed. Research Assoc.)
32- Personnel Journal
33- Proceedings: Penna 2-yr Colleges Assoc.
34- Psychology — A Journal of Human Behavior
35- Psychological Reports
36- Scientia Paedagogica Experimentalis
37- SCRIBE (Penna. State Education Assoc.)
38- The CEDR Quarterly (Phi Delta Kappa)
39- The Journal (College & University Personnel Assoc.)
40- WOMEN Studies Abstracts

Appendix B

Boris Blai, Jr.: A brief biography

A graduate of Swarthmore College (A.B. psychology) and Temple University (M.A. psychology & Ed.D. counseling & guidance), Dr. Blai served for twenty years as a personnel officer in the Dept of Defense; federal government. He also served in the Army during 1942-1946.

Subsequently, he served in various positions at Harcum Junior College, including: Director of Admissions; Director of Personnel Services; and Director of Research. After 16 years at the college he retired in 1978 as Dean of Administration/Director of Research. Five years before his retirement, in 1973, he was named an Outstanding Educator of America.

Before retirement Dr. Blai held membership in numerous professional associations. In retirement, he holds Fellow status in the Pennsylvania Psychological Association, membership in the Pennsylvania Educational Research Association, and is an Emeritus member of the Association for Institutional Research.

Over the past 30 years, Dr. Blai has been published through some 160 articles in 40 professional journals and other publications. In his retirement he continues his writing.

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